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BULLETIN OF THE
TULANE UNIVERSITY OF LOUISIANA

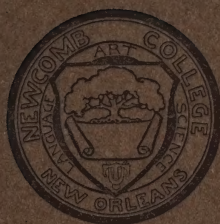
SERIES 15

APRIL, 1914

NUMBER 4

THE H. SOPHIE NEWCOMB
MEMORIAL COLLEGE FOR WOMEN

ANNOUNCEMENT
FOR 1914-1915

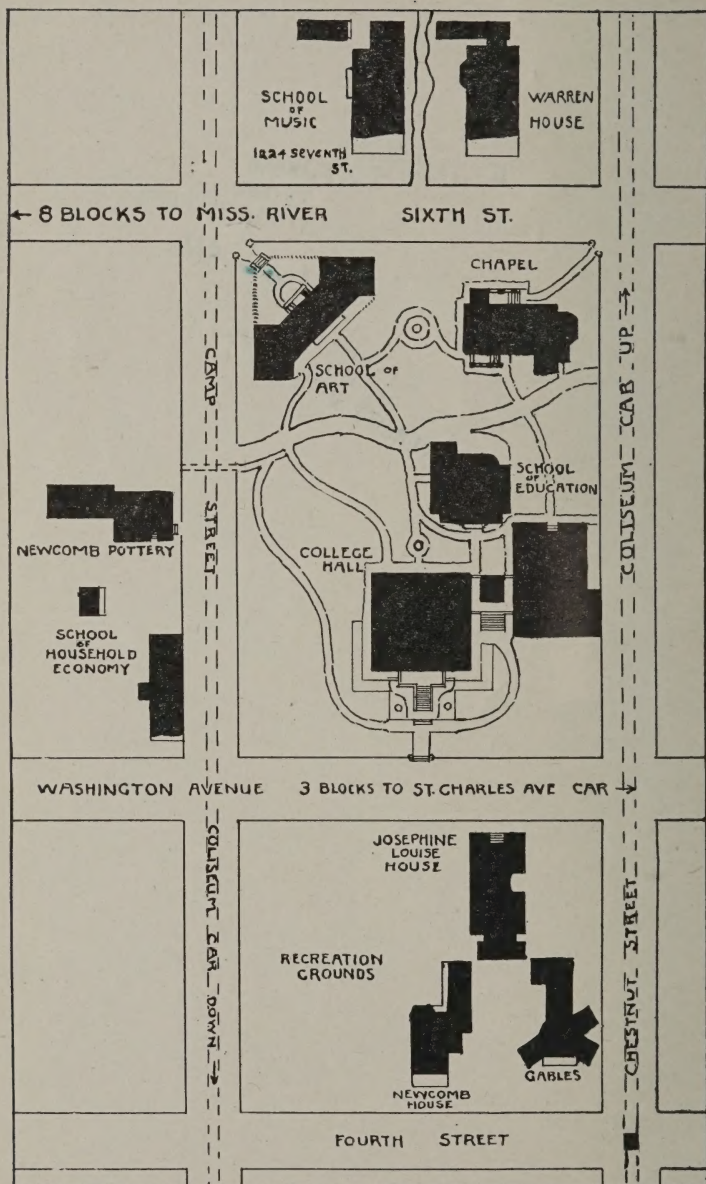


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The
H. Sophie Newcomb Memorial College
for Women
INCLUDING
School of Art
School of Music
school of Household Economy



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CALENDAR, 1914.

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CALENDAR

1914

Sept. 24	Thursday to Saturday	{ Entrance and Condition Examinations.
Sept. 24	Thursday	Registration of New Students.
Sept. 25	Friday	Registration of Old Students.
Sept. 26	Saturday	Opening Exercises in Chapel, 10 a. m.
Sept. 28	Monday	Academic Year begins , 8:30 a. m.
Nov. 1	Sunday	All Saints Day.
Nov. 26	Thursday	Thanksgiving Day.
Dec. 5, 12, 19		Condition Examinations.
Dec. 16	Wednesday	Memorial Exercises, 10:30 a. m.
Dec. 22	Tuesday	Christmas holidays begin, 4 p. m.

1915

Jan. 4	Monday	College reopens, 8:30 a. m.
Jan. 9, 16, 23		Condition Examinations.
Jan. 22	Friday	First Term Examinations begin.
Feb. 1	Monday	Second Term begins.
Feb. 15	Monday	{ Mardi Gras vacation.
Feb. 16	Tuesday	
Feb. 17	Wednesday	
April 3, 10, 17, 24		Condition Examinations.
April 2	Friday	Good Friday.
April 4	Sunday	Easter Memorial Service, 3:30 p. m.
May 21	Friday	Final Examinations begin.
May 24	Monday	Senior Vacation begins, 4 p. m.
May 30	Sunday	Baccalaureate Sermon, 10:30 a. m.
June 1	Tuesday	Closing Exercises of College, 10:30 a. m.
June 2	Wednesday	{ University Commencement. Academic Year ends.

A student registering after the specified date will be charged one dollar additional.

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SECRETARY AND TREASURER

Committee on Newcomb College

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CHARLES JANVIER

WILLIAM RATCLIFFE IRBY

THE COLLEGE

The H. Sophie Newcomb Memorial College was founded in 1886 by Mrs. Josephine Louise Newcomb, as a memorial to her daughter, and is devoted to the higher education of young women.

In perpetuating the memory of an only child, Mrs. Newcomb enabled the Tulane Administrators to round out the ideal of a university by the creation of an institution that would give to women all the educational advantages which had before been offered only to men. Mrs. Newcomb's letter of gift is as follows:

NEW YORK CITY, *October 11, 1886.*

MESSRS. RANDALL L. GIBSON, CHAS. E. FENNER, JAMES McCONNELL, T. G. RICHARDSON, EDWARD D. WHITE, EDGAR H. FARRAR, P. N. STRONG, BENJAMIN M. PALMER, SAMUEL H. KENNEDY, WALTER R. STAUFFER, CARTWRIGHT EUSTIS, HENRY GINDER, JOHN T. HARDIE, ROBERT M. WALMSLEY, WILLIAM F. HALSEY, JOHN N. GALLEHER, JOSEPH C. MORRIS, SAMUEL D. McENERY, WARREN EASTON, AND J. V. GUILOTTE, THE ADMINISTRATORS OF THE TULANE EDUCATIONAL FUND.

GENTLEMEN: In pursuance of a long cherished design to establish an appropriate memorial of my beloved daughter, H. Sophie Newcomb, deceased, I have determined, at the instance of my friend, Col. William Preston Johnston, to in trust to your Board the execution of my design.

Feeling a deep personal sympathy with the people of New Orleans and a strong desire to advance the cause of female education in Louisiana, and believing also that I shall find in the board selected by the benevolent Paul Tulane the wisest and safest custodian of the fund I propose to give, I hereby donate to your Board the sum of \$100,000, to be used in establishing the H. Sophie Newcomb Memorial College, in the Tulane University of Louisiana, for the higher education of *white* girls and young women.

I request that you will see that the tendency of the institution shall be in harmony with the fundamental principles of the Christian religion, and to that end that you will have a chapel or assembly room in which Christian worship may be observed daily for the benefit of the students. But I desire that worship and instruction shall not be of a sectarian or denominational character. I further request that the education given shall look to the practical side of life as well as to literary excellence. But I do not mean in this my act of donation to impose upon you restrictions which will allow the intervention of any person or persons to control, regulate, or interfere with your disposition of this fund, which is committed fully and solely to your care and discretion, with entire confidence in your fidelity and wisdom.

Invoking the favor of Divine Providence for your guidance in the administration of the fund, and for your personal welfare,

I am, very respectfully, your obedient servant,

JOSEPHINE LOUISE NEWCOMB.

The Newcomb College was a matter of the greatest personal interest to Mrs. Newcomb to the time of her death. She added largely to her original endowment, and enabled it to build the handsome group of buildings in which it is now domiciled. By her will, the University was made her residuary legatee, and has received an additional bequest of about \$2,700.00.

The college grounds occupy a large tract, several acres in extent, on Washington Avenue, in one of the best residence sections of the city. Shaded by live oaks, palms, and other trees and shrubbery, the grounds afford ample opportunity for open air recreation. The group of buildings comprises: 1. Newcomb Hall, in which the exercises of the college are mainly conducted, and in which is a lecture hall capable of seating seven hundred persons. 2. The Library Building, with the gymnasium on the first floor, and, upon the second and third floors, chemical, physical, and biological laboratories, with ample class-rooms. 3. The Art Building, offering every facility for the study and practice of industrial and fine arts, with picture galleries and an art library. 4. The Chapel, capable of accommodating five hundred persons. 5. The Pottery, containing kilns and other appliances for a course in ceramic art. 6. The School of Household Economy, 1138 Washington Avenue. 7. The School of Music, 1224 Seventh Street and 1240 Seventh Street. 8. The Callender Laboratory; and the following residences for students: The Josephine Louise House, 1231 Washington Avenue; The Newcomb House, 1224 Fourth Street; The Gables, 1236 Fourth Street; The Warren House, 1230 Sixth Street; The Josephine Louise Annex, 1225 Washington Avenue. Near these residences is the college infirmary. The building is thoroughly equipped, and is in charge of a resident physician and a resident nurse.

On account of the growth of the college, and the further expansion which is proposed, the present site and accommodations are found to be too restricted. The Board of Administrators has therefore decided upon a removal to a more desirable location, and, for this purpose has purchased a large tract, about thirty acres in extent, on Broadway and Audubon Place where suitable and fully equipped buildings are to be erected as soon as possible. Plans have been accepted and the architect is James Gamble Rogers of New York.

REQUIREMENTS FOR ADMISSION

The Board of Administrators and the several faculties of the Tulane University of Louisiana now require for admission to the Freshman class, a preparation equivalent to a four year course in High School work.

An applicant for admission to the Freshman class, must be not less than sixteen years of age. She should report at least one day before the time set for the Entrance Examinations, in order that she may be properly enrolled and instructed.

The requirements for admission to the H. Sophie Newcomb Memorial College of the Tulane University of Louisiana have been placed upon a basis of "units" as follows:

1) A "unit" is a subject pursued through one school year, with not less than five recitation periods per week.

2) Fourteen and one-half units are required for full entrance.

3) An applicant presenting 12 units may be admitted to partial standing, with the condition that she make up the deficiencies by the beginning of the Sophomore year.

4) An applicant presenting less than 12 units will not be received.

5) An applicant for admission to any School of the college, including Art, Household Economy, and Music, *must* offer 3 units in English, 3 in Mathematics, (solid Geometry required), at least 2 in a language, and 1 or 2 as specified in 5a below.

5a) An applicant for admission to the School of Household Economy must offer 1 unit in Chemistry and 1 unit in Freehand Drawing.

Beginning with September, 1914, no student will be admitted to the School of Household Economy, unless she offers both these units.

An applicant for admission into classes in Domestic Art must have had some practice in the correct use of the tools used in sewing, and must give evidence of being able to handle them with some skill.

In addition to the general requirements, an applicant for admission to the regular courses of the School of Music, with piano or organ as the major instrument, must show some technical proficiency.

6) An applicant for admission to the B. A. course must offer 3 units in English, 3 in Mathematics, 3 in a Major Language (if Latin 4), 2 in a Minor Language (if Latin, 3), and 1 in either Physics or Chemistry. For a Minor Language, 2 units in History may be substituted.

7) An applicant for the degree of B. A. in Education must offer 3 units in English, 3 in Mathematics, 2 in a language, 1 in Chemistry or Physics, and full preparation in the subject she intends to make her major study in College. If she intends to take Art, she must offer 1 unit in Freehand Drawing.

8) The units not specified above must be chosen from the table below, making in all 14½ units for full standing:

1. English Composition	2	15. American History	I
2. English Literature	1 or 2	16. Physics	I
3. Elementary Algebra	1½	17. Chemistry	I
4. Plane Geometry	I	18. Biology	$\left\{ \begin{array}{l} \text{Bot. and Zool.} \\ \text{Bot. and Physiol.} \\ \text{Zool. and Physiol.} \end{array} \right\}$ I
5. Solid Geometry	½	19. Botany	
6. Trigonometry	½	20. Zoology	
7. Latin	2, 3, or 4	21. Physiology	I
8. Greek	2 or 3	22. Physiography	I
9. French	2 or 3	23. Freehand Drawing	I
10. Spanish	2	24. Mechanical Drawing	* ½
11. German	2 or 3	25. Woodworking	* ½
12. Ancient History	I	26. Harmony	** I
13. Med. & Mod. History	I	27. Appreciation of Music	** I
14. English History	I	28. Musical Performance	** I

* Nos. 24 and 25 apply to the School of Art only.

** Nos. 26, 27 and 28 allowed as entrance credits to courses in regular music. (To be determined by examination.)

9) No entrance credit will be allowed for any subject pursued for less than one school year.

10) No entrance credit will be allowed for less than the minimum requirement in required courses specified in rules 5 and 6.

10) Certificates for work done in affiliated preparatory schools will be accepted only in the case of *graduates* of those schools.

An applicant for admission who *has not graduated* from an affiliated school will be admitted only upon examination; but a student may be admitted without examination when she brings a certificate from a teacher, or from a graduate of this college who is engaged in teaching, the results of whose work have been tested, by examination or otherwise, to the satisfaction of the faculty.

In all cases the certificate must specify the text-book used, and the ground actually covered. Certificate forms will be furnished on application to the Registrar.

12) Beginning with the session of 1912-13 a student entering from a school offering only a three years high school course shall not receive a credit of more than 12 units.

13) A student coming directly from a high school from which she has not graduated shall not be admitted to examination for admission.

No student will be permitted to matriculate until her certificate has been examined by the Committee on Admission. Certificates should be sent to the Registrar not later than September 15th.

Any student whose work seems to show defective preparation, may be examined by the Instructor as to her previous work, and upon failure to show satisfactory knowledge of the work fundamental to a college course, the student may be required to withdraw from the class. Such an examination will be held a month after entrance.

For the information and guidance of pupils and teachers, a more careful description of the studies is here appended, with a few suggestions as to texts to be used; it is to be understood that where a particular text-book is named, one quite as satisfactory may not be named: the purpose being, not to prescribe or to recommend a particular book, but to indicate to pupil or teacher the grade of work that will be required.

1. Biology (Botany and Zoology)

One year's work divided between Botany and Zoology, according to the scheme presented under 19 (Botany) and 20 (Zoology).

Text-book suggested: Hunter, *Essentials of Biology*.

1 unit

2. Botany

Structure and classification of the flowering and higher orders of the non-flowering plants. A working knowledge of the compound microscope.

Text-book suggested: Atkinson, *Botany for Schools*. 1 unit

3. Chemistry

An elementary course in Inorganic Chemistry occupying five hours a week one year, of which two-fifths of the time is given to individual laboratory work.

The student is expected to have acquired a thorough knowledge of the principles of general Chemistry, as illustrated by the non-metals and a few of the more common metals. The scope of the work is indicated in a general way by such a text as McPherson and Henderson's *Elementary Chemistry*.

A student offering Chemistry for entrance credit will be required to submit with her other credentials a note-book showing the laboratory work done, properly certified by her instructor. 1 unit

4. Drawing

A. Freehand

The candidate for entrance to the College desiring credit in drawing must show ability to draw from plaster casts of ornament or from the object; to use water colors in simple form; and must submit examples of elementary design and working drawing. 1 unit

B. Mechanical

The candidate is expected to have acquired neatness and accuracy in the use of drawing instruments. Her course should have included practice in line work, lettering and dimensioning simple mechanical drawing, and tracing.

She should present for inspection as much of her work as possible, duly certified by her teacher. As an examination the candidate may be called upon to make a simple working drawing of some specified object. $\frac{1}{2}$ unit

5. English

A. English Composition

Preparation equivalent to the following will be required for admission:

As much as five recitations a week should be devoted to English composition for two years of the high school course, or the equivalent may be attained through giving two hours a week for two years, and three hours a week for two years more. The greater part of this time should be devoted to practice in writing. Close attention should be given to spelling, sentence structure, and division into paragraphs. The candidate will be required to show a good knowledge of the principles of English grammar and the fundamental principles of rhetoric, and an ability to think consecutively and express herself clearly on simple subjects. 2 units

B. English Literature

As much as three hours a week for one year, and two hours a week for one year more, should be devoted to the study of English literature. 1 unit

This requirement would be doubled for 2 units.

The candidate examined to test the thoroughness of the preparation above described will be required to write several short para-

graphs on topics taken from the books enumerated below. A number of these topics will be presented, probably fifteen or twenty, for her selection, from which she will be expected to choose three or four for her examination paper. The treatment of these is designed to test her powers of clear and accurate expression. Only a general knowledge of the subject matter will be required. She will also be permitted to present exercise books or compositions properly attested by her teacher.

The books set for these examinations in 1914 will be:

STUDY AND PRACTICE: Shakespeare's *As You Like It* and *Mid-Summer Night's Dream*; *Old Testament*, chief narratives from the Bible, such as those in Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, Ruth, and Esther; Burke's *Speech on Conciliation with America*; Homer's *Odyssey*; Franklin's *Autobiography*.

TO BE READ: Coleridge's *Ancient Mariner*; Stevenson's *Inland Voyage* and *Travels with a Donkey*; Irving's *Sketch Book*; Lowell's *Vision of Sir Launjal*; Scott's *Kenilworth* and *Marmion*; Shakespeare's *Hamlet*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Goldsmith's *Vicar of Wakefield*; Carlyle's *Essay on Burns*.

The candidate will be expected to possess a fair knowledge of the biographies of these authors.

Clear and correct English is expected in all examinations, and an adequate understanding of grammar and rhetoric will be required. *No candidate markedly deficient in English will be admitted to any course in the College.*

6. German

All candidates should present a statement from their former teacher of the amount of German read and the text-books used.

a. *Elementary.* In the study of elementary German special attention should be given to the following points:

1. An accurate knowledge of the principles of elementary grammar, embracing especially inflections, word-order, the composition of words, the force of prefixes.
2. The ability to translate easy prose from English into German. Proficiency in this can only be obtained through constant oral and written drill in the inflections and through ample written exercises in translation from English into German, fixing the rudiments of grammar.
3. The ability to pronounce German through careful study of the rules of pronunciation and accentuation and through daily and abundant practice in reading aloud.
4. The

ability to translate easy German prose and verse into English. Preparation for this would be represented by reading material of the character of some good reader and of books of the quality of Guerber's *Märchen und Erzählungen*, Heyse's *L'Arrabiata*, Storm's *Immensee*, Frommel's *Eingeschneit*, or their equivalents. At least three such books should be read, together with easy comedies of the type of Benedix' *Die Hochzeitsreise*; Fulda's *Unter Vier Augen*, Rosen's *Ein Knopf*, or their equivalents. 5. The ability to recognize German words and simple sentences when spoken. Required for admission to minor Freshman German. 2 units

b. *Advanced*. In addition to the requirements for elementary German in grammar and reading, candidates must present:

1. A thorough knowledge of the modal verbs, the strong verbs, and of more advanced syntax, with special reference to the use of the cases, tenses, and moods. 2. The reading required must be obtained by the careful perusal of contemporary prose, as represented by Keller's *Kleider machen Leute*, Jensen's *Die Braune Erica*, Riehl's *Burg Neideck*, or their equivalents, supplemented by a drama of the quality of Fulda's *Der Talisman*, or Moser's *Ultimo*, and by poems as found in Hatfield's *German Lyrics and Ballads* or Klenze's *Deutsche Gedichte*. Required for admission to major Freshman German.

1 unit

7. Greek

a. *Elementary*. Grammar, phonetics, inflections, formation of words, and the essentials of syntax; Xenophon's *Anabasis*, I-IV, or an equivalent; Greek prose composition, once a week in connection with the reading of the text. The candidate for admission should be able to read Greek aloud without stumbling and to translate simple, easy prose at sight.

Text-books suggested:

Ball, *Elements of Greek*, White's *First Greek Book*, or Burgess and Bonner, *Elementary Greek*.

Hadley-Allen or Goodwin, *Greek Grammar*.

Goodwin-White or Smith, *Xenophon's Anabasis*.

Jones or Gleason or Collar-Daniel, *Greek Prose Composition*.

2 units

b. *Advanced*. Homer, *Iliad*, I-III, or an equivalent; advanced prose composition. The candidate must show a thorough acquaintance with the forms and syntax of Homeric Greek and must be able to read metrically, with accurate attention to quantities and rhythm,

any given passage of Homer. She should have in addition to the requirements under *a*, at least one exercise each week in turning English into Greek.

1 unit

8. History

While text-book knowledge is valuable, a candidate for credit in entrance history must submit evidence of a certain amount of work done outside the text-books. She must have received training in map drawing and in the investigation of topics requiring supplementary reading. She must show a considerable knowledge of the supplementary reading given below, with analysis of special chapters.

The evidence of such work may be presented in the form of a note book, containing the exercises of the student in any one of the four history subjects, or in the form of a detailed statement made by the teacher.

A. Ancient History

Text-books: The Oriental Nations:—West, *Ancient History*, 1-75; or Myers, *General History*, 1-86; or an equivalent. Greece:—Myers, *History of Greece*; or Botsford, *History of Greece*; or the equivalent. Rome:—Myers, *Rome*; or West, *Ancient History*; or Botsford, *Rome*; or an equivalent.

For supplemental reading:—Munro, *Source Book of Roman History*; Cox, *General History of Greece* (Student's Series); Pelham, *Outlines of Roman History*; Abbott, *Roman Political Institutions*; Ginn & Co., *Classical Atlas*.

1 unit

B. Mediæval and Modern History

Text-books: Myers, *Mediaeval and Modern History*; or Robinson, *History of Western Europe*; or an equivalent.

For supplemental reading and reference:—Robinson, *Readings in European History*; West, *Modern History*; Adams, *Civilization during the Middle Ages*; Fyffe, *History of Modern Europe* (Popular Edition); Munro & Sellery, *Mediaeval Civilization*; Dow, *Historical Atlas*.

1 unit

C. English History

Text-books: Andrews, *History of England*; Coman & Kendall, *History of England*; or Ransome, *Advanced History of England*; or an equivalent.

For supplemental reading: Green, *Short History of the English People*; Traill, *Social England*; Adams & Stephens, *Select Documents of English Constitutional History*; Kendall, *Source Book of English*

History; Lee, *Source Book of English History*; University of Pennsylvania, *Translations and Reprints*; Gardiner, *School Atlas of England*.
1 unit

D. American History

Text-books: Chambers, *History of the United States*; or Montgomery, *American History*; or an equivalent; and Hart, *Actual Government*; or Ashley, *American Federal Government*; or an equivalent.

For supplemental reading and reference: "Epochs of American History" series; Hart, *American History told by Contemporaries*; MacDonald, *Select Charters, Select Documents and Select Statutes*; McCoun, *Historical Geography of the United States*.
1 unit.

A candidate desiring credit for one or more units in these courses must stand an examination, or present satisfactory evidence of completion of the course or courses, in the form of certificates or statements from an accredited school or instructor, showing the amount of work done, and especially the amount of reference and topical work. In special cases, a credit of one unit will be allowed for a course in such a book as Myers' one-volume *General History*, supplemented by reading and topical work.

9. Latin

All candidates for admission should present a statement from their former teacher of the amount of Latin read and the text-books used.

a. Grammar, inflections, and the essentials of syntax; Cæsar's Gallic War, Books I-IV, or an equivalent; Latin prose composition. The preparation should include an accurate knowledge of the forms of the language; the ability to pronounce Latin with proper attention to the quantity of the syllables; the ability to translate easy Latin prose into good, idiomatic English; the ability to turn simple English sentences into Latin.
2 units

b. In addition to the requirement under *a*, the candidate for admission should have had continued training in Latin forms and syntax; she should have read six orations of Cicero, or an equivalent, with at least one exercise each week in turning into Latin connected English of simple style, and some training in translating easy Latin at sight.

Required for admission to minor Freshman Latin.
1 unit

c. Continued training in Latin forms and syntax; at least six books of Virgil's Aeneid, or an equivalent. It should include a knowledge of the rules of prosody and ability to read hexameters metrically, also a review of prose syntax through systematic work in Latin writing.

Required for admission to major Freshman Latin.
1 unit

It should be observed that while two units of preparation in Latin will be accepted for entrance provided Latin is not continued in College, three units must be offered for admission to minor and four for admission to major Freshman Latin.

10. Mathematics

A. Elementary Algebra

The candidate should possess a thorough knowledge of all the fundamental processes of algebra from simple addition through quadratic equations of one or more unknown quantities, as found in a text of the grade of Slaughter & Lennes' High School Algebra. She must be able to factor any ordinary product; to find the greatest common divisor or the least common multiple, to solve simple or simultaneous equations of the first degree, especially those involving fractions; to extract the square or cube root; to solve any quadratic by completing the square, as well as by other methods; to solve the type equations in simultaneous quadratics; to handle fractional and negative exponents, and to interpret their meaning; to solve equations involving such exponents or involving radicals. She must know how to solve problems from the statement of the conditions. She must be able to do this work with ease and accuracy and must show the familiarity of constant and abundant practice.

1 ½ units

B. Plane Geometry

The requirements in this course cover not only the whole of the text of plane geometry, but also a sufficient number of original problems to enable the student to solve such problems readily and accurately.

1 unit

C. Solid Geometry

The relations of lines and planes; the properties of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle, with original exercises in all these subjects.

½ unit

D. Trigonometry

This includes the theory and use of logarithms; the proof of the general formulae of plane trigonometry, and the use of these formulae in original problems, especially in the numerical solution of triangles.

½ unit

11. Music

The candidate may offer two units chosen from the following subjects:

A. Harmony. (One unit.)

The candidate should have acquired:

1. The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass. These melodies will require a knowledge of triads and their inversions, of diatonic seventh chords and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly related keys.

2. Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords (including augmented chords). (Students are encouraged to apply this knowledge in their harmonization.)

It is urgently recommended that systematic ear-training (as to interval, melody and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals, and staff notation, including the terms and expression-marks in common use.

B. Musical Appreciation. (One unit.)

The candidate is expected to have:

1. A general knowledge of the principal musical forms, song, classic dance, fugue, sonata (all movements), symphony, and of their historical development.

2. A general knowledge of the lives and environment of at least five of the following composers: Bach, Mozart, Haydn, Beethoven, Gluck, Schubert, Schumann, Händel, Mendelssohn, Weber, Wagner.

3. Familiarity with certain designated works. The works set for 1914 are: *Bach*, Prelude II and Fugue II, Book I, Well-tempered Clavichord, Gavotte from 6th English Suite; *Händel*, The Hallelujah Chorus; *Haydn*, slow movement from "Emperor Quartet" (Op. 76, No. 3); *Mozart*, Symphony in G minor (entire); *Beethoven*, Sonata, Op. 31, No. 3 (entire), slow movement from Second Symphony, first movement from Seventh Symphony; *Schubert*, first movement from Unfinished Symphony, song, "Erl-King", song, "Hark, Hark the Lark"; *Mendelssohn*, overture to "Midsummer Night's Dream"; *Chopin*, Ballade, Op. 47, Polonaise, Op. 26, No. 1, Nocturne, Op. 37, No. 2; *Schumann*, Allegro from Faschingsschwank, Op. 26, No. 1, song, "Im wunderschönen Monat Mai"; *Wagner*, overture to "Tannhäuser", prize song from the "Mastersingers".

In the examination in 3 the candidate will be expected to identify characteristic portions of the works set, when played by the examiner, and to give intelligent information concerning the form and character

of the works themselves. The test will not require ability to perform nor to read from printed music.

C. Musical Performance. (One unit.)

The candidate is expected to show proficiency and taste in performance in singing, piano, organ, or an orchestral instrument. Further information regarding the requirements may be obtained by application to the Director of the School of Music.

12. Physics

A general elementary course, occupying at least five hours a week for one year, at least one-third of which time is to be devoted to individual laboratory practice. The instruction should include abundant illustrative lecture room experiments, and should devote especial attention to the illustrations of physical principles to be found in every day life.

The scope of the work required is about that indicated by the Carhart & Chute, *First Principles of Physics*; the Milliken and Gale, *First Course in Physics*; or the Hoadley, *Elements of Physics*; together with not less than thirty-five standard laboratory experiments equivalent in grade to those found in the Laboratory Manuals accompanying texts named.

A student offering Physics for entrance credit will be required to submit with her other credentials, a note book showing the laboratory work done, properly certified by her instructor. 1 unit.

13. Physiography

Salesbury's Physiography, *Briefer Course*, or Davis, *Physical Geography*, with a laboratory and field course of exercises actually performed by the candidate. The original note-book, certified by the teacher, and recording, with dates, the steps and results of the observations made by the candidate, should be submitted as evidence of the nature of the work. 1 unit

14. Physiology

The structure and functions of the human body. Text-books suggested: Martin, *The Human Body*, (briefer 5th revised edition); Lincoln, *Hygienic Physiology*; or Smith, *The Human Body and its Health*.

A candidate for entrance who has taken only the work in elementary physiology and hygiene done in the grammar or intermediate grades is not prepared to offer the subject for entrance credit. The

elementary physiology and hygiene of the grammar grades in this regard, are in the same category as are the other subjects studied in the grammar grades, such as arithmetic and geography, which are assumed as preliminary to the subjects offered for entrance. 1 unit

15. Romance Languages

a. Elementary. The elementary study of the languages, covering two years of daily recitations, should lay stress on the following points:

1. An accurate knowledge of the forms of the language, including regular and irregular verbs. Particular attention should be devoted to this part of the subject; constant drill in the verbal inflections, both written and oral, and dictation exercises are recommended. 2. The elements of syntax, such as the use of the article, the personal pronouns, the subjunctive, the partitive construction, and the agreement of the participle. 3. The ability to turn easy English prose into French, Spanish or Italian. 4. The ability to read at sight ordinary French, Spanish or Italian. 5. The ability to pronounce correctly.

The reading in the elementary course should cover not less than six hundred duodecimo pages chosen from the works of at least three different authors. Required for admission to minor Freshman French.

2 units

b. Advanced. The advanced requirements are intended to represent three years of daily recitations. The specific demands are:

1. A thorough knowledge of modern French syntax. 2. The ability to read modern French at sight. 3. The ability to write in French without a dictionary, on simple topics. 4. The ability to converse in French.

The reading in the Advanced course should cover not less than four of the classic dramas, (such as *Les Femmes Savantes*, *Le Cid*, *Athalie*, and *Hernani*), and eight hundred pages of modern prose. Required for admission to major Freshman French. 1 unit

16. Wood-working.

The ability to recognize the common varieties of wood and some knowledge of their physical properties, such as ease of working, strength, toughness, hardness, etc., is expected. The candidate must have a thorough knowledge of, and skill in the use of all bench tools used in the construction of the various joints and fastenings; proficiency in the use of wood-turning tools, and skill in the construction and finishing of patterns and core-boxes. She should be familiar with the operation of the lathe, band-, and circular-saws, and planing machines.

½ unit

17. Zoology

A thorough knowledge of animal life in general, such as may be obtained by out-door observations of the habits of wild and domestic animals under the guidance and supervision of a competent instructor.

Text-book suggested: Davenport, *Introduction to Zoology*; Alvin Davison, *Practical Zoology*; or an equivalent. 1 unit

GENERAL INFORMATION

SESSION

The College will open September 26, 1914, and regular work will begin immediately. Session will close June 2, 1915.

Parents and students are reminded of the necessity of beginning the session promptly and of completing it fully. Much difficulty is occasioned by the late arrival and early departure of students, and they are warned that without full attendance they will not be able to maintain their grade.

Any student registering later than the date set for registration (September 24 and 25) will be charged an additional fee of one dollar.

CORRESPONDENCE

Address all business communications to The Registrar, H. Sophie Newcomb Memorial College, New Orleans, La.

SCHEDULE OF EXAMINATIONS

ENTRANCE EXAMINATIONS will be held as follows:

THURSDAY, SEPTEMBER 24, Mathematics 9:00 a. m., and French 1:00 p. m.

FRIDAY, SEPTEMBER 25, History, Greek 9:00 a. m., Sciences and Music 1:00 p. m.

SATURDAY, SEPTEMBER 26, German, Latin, 9:00 a. m., and English 1:00 p. m.

Applicants for scholarships open to competition, and conditioned students must present themselves for examination at the college on the dates given above.

Copies of entrance examination questions will be furnished on application to the Registrar.

EXAMINATIONS IN ART

Credentials for entering must be presented to the Director of the School of Art not later than September 24th.

New candidates for a higher grade and students with conditions should present themselves Thursday, September 24th, to Saturday, 26th, at 9:00 a. m.

Regular work begins Monday, September 28.

EXAMINATIONS IN MUSIC

Entrance examinations for women will be held at Newcomb College.

Male applicants for admission to regular courses will present their certificates for work done in preparatory schools and take all examinations (except Music) at the College of Arts and Sciences of Tulane University from Friday, Sept. 18, to Saturday, Sept. 26.

Examinations in Music are held at the School of Music, 1224 Seventh Street.

SPECIAL COURSES

1. A student admitted to special courses in Newcomb College must be *twenty years old* and fully qualified for admission to the classes desired; such students will be classified as "special" students. A student fully prepared for freshman entrance but not wishing to pursue one of the regular courses, (see page 53), may enter such freshman classes as she is prepared for. No student in the College will be permitted to take less than two courses. A student in the college residences is required to take not less than twelve hours per week.

2. A special student will be required to take all examinations in her respective classes.

3. A student registered as special Art, special Music, special Household Economy will be admitted to classes in the College, only if filling entrance requirements for special students in the course desired. [See (1) above].

4. Students, not less than sixteen years of age, may be admitted to practical or studio classes in Art or Music, but will not be admitted to classes of college standing; for practical requirements, see bulletins of Art and Music.

ADVANCED STANDING

An applicant for advanced standing will be examined on the work required for admission and also on that accomplished by the class for which application is made. Certificates will not be accepted unless given by colleges recognized as of equal standing.

CONDITIONED STUDENTS

1. All entrance conditions must be removed by the beginning of the Sophomore year; otherwise the student will be required to withdraw from her course, and will be permitted to continue work in college classes only if fulfilling the requirements of "special" students.

See *Special Courses*, §I. She will be allowed to proceed only in those subjects in which she is not conditioned.

Entrance conditions may be removed only upon examination under the direction of the professor at the head of the department in which the condition exists.

2. For promotion, a student is required to attain a general average of seventy per cent in class work and examinations. In determining this per cent the mark for work done in class is doubled, the examination mark is added, and one third of the sum thus obtained is taken. A student whose daily work has not been satisfactory will, therefore, need a higher mark in examinations to secure promotion.

3. A student whose general average in any subject falls between fifty-five and seventy per cent is conditioned. A student falling below fifty-five per cent will be required to take the work over in class, or under an instructor approved by the college.

4. Examinations to remove conditions acquired at the mid-year examinations will be held (1) in the following April or May, (2) in the following September, at the time of the college entrance examinations. Examination to remove conditions acquired at the final examination period will be held (1) in the following September, at the time of the college entrance examinations, (2) in the following December or January. Spring and winter examinations will be held on Saturdays. In examinations to remove conditions, a grade of seventy-five per cent will be required to remove the condition, and class marks will not be considered in determining this grade. Due notice of examinations to remove conditions will be given on the bulletin board; and a student must take advantage of the earliest opportunity to remove her conditions. A student not having removed her conditions at the time above specified will be required to take the work over in class or under an instructor approved by the college before again attempting the examination.

5. A student conditioned in any subject shall not be allowed to proceed to a more advanced class in that subject until the condition is removed; except that a student conditioned at the half-year examinations may proceed with the class, and shall take the examination to remove conditions in April; if she fails to remove the condition at this time, she shall take the examination again in September. A student conditioned at the final examinations shall take the examination to remove conditions in September, and in case of failure, again in December or January. Upon failure at this examination the student will be dropped from the class in that subject.

6. A condition in a half year of any subject will count as one condition; for example, a student failing to pass in any subject at the half year examinations and at the final examinations will be regarded as having two conditions.

7. A student having two conditions may still be regarded as a regular student (but see Rule 5). A student having more than two conditions will be registered in a lower class. A student conditioned in fifty per cent of her studies will not be permitted to take any work in advance until her conditions are reduced to two, and then only in such subjects as she is not conditioned in.

8. A student withdrawing from a course, except an extra course, within one month of the regular examinations will be counted as conditioned in that course if her class mark be below seventy.

9. A student whose class work is distinctly below grade and unsatisfactory, may be excluded from any class upon recommendation to the faculty by the instructor.

10. A student entering an examination and receiving the questions will be considered present at that examination; and should she leave before completing the examination, she will be considered as conditioned.

11. A student absent from any examination, for any cause, will be counted as conditioned.

12. A student absent from an examination may make written application to the Registrar for a special examination, giving in her application the excuse for her absence; this application will be acted upon by a special committee; if the excuse be deemed insufficient, the student must wait for the regular examination for removing conditions; if the excuse be deemed sufficient and the fee has been paid, the Registrar will certify the fact to the instructor, who will, as early as may be convenient, grant a special examination. A student desiring a special examination, for any reason, shall make written application to the Registrar, giving her reason for desiring the examination; and if the reason be deemed sufficient, a special examination will be granted, as above. Proper blanks for the application will be supplied by the Registrar.

13. A fee of two dollars will be charged for the first special examination, and one dollar for each additional examination in the same group.

14. All candidates for graduation must remove conditions not later than January 15th of the year in which they expect to graduate.

15. Students having more than one condition, students taking less than three subjects, and students who are delinquent in payment of tuition or other fees (see page 45), are not eligible as class officers, as editors or sub-editors of college publications, as officers of any literary or debating club, as members of the Glee Club (except students of Voice in the School of Music), or as members of a college or class basket ball team.

GRADUATE COURSES

Students desiring to continue their work after graduation, with a view to a higher degree, will find full courses of study given in the special Bulletin of the Graduate Department of the University.

Graduate students who return for post-graduate work in their own department, are entitled, free of charge, to one undergraduate study in another department.

REPORTS

At the close of each half term, the parent or guardian of each student will be furnished a report upon class standing.

LIBRARIES

The college library contains upwards of 11,000 volumes, and subscribes to fifty-three standard periodicals bearing on the work of the different departments. A definite amount of library work is required in connection with college studies.

The Tilton Library of Tulane University, the Public Libraries and the Howard Memorial Library all afford excellent opportunities for research work along many lines, and are open to students on the most favorable conditions.

A choice selection of art books and periodicals is kept in the School of Art for the greater convenience of the students.

A library, consisting of a large number of books on musical aesthetics, theory, history, and biography, and a collection of musical compositions, is situated in the School of Music building and may be freely used by students of the School and College. Several of the best American, German, and French musical magazines are also constantly on file.

Free access is given to the large library of the college.

ART GALLERIES

The School of Art is conducted in two separate and specially designed buildings. The first, equipped for training studies, has twelve studios, a small library of technical books, and two top-lighted galleries. In these are yearly given public exhibitions of painting representative of American Art, and lesser exhibitions of art objects especially chosen with reference to school interests. Several valuable paintings from celebrated foreign artists are in the possession of the college and the collection is further enriched by loans. A collection of reproductions from the old masters of Italy, France and Spain forms a nucleus of what is intended to represent eventually a complete outline of historic art.

The galleries are constantly open to the public.

The second building, equipped for the application of art to industry, has a very complete plant for the manufacture of pottery, with modern machinery, kilns, and studios for instruction. In this building are also conducted the work in embroidery, leaded glass, weaving, dyeing, metal working, etc. An exhibition is provided for the various activities of students and Alumnae.

LABORATORIES

Four separate laboratories, well equipped for student work, are provided, in the Departments of Physics, Chemistry, Biology, and Psychology.

In order to provide the best facilities for individual instruction in elementary Physical Laboratory practice, not more than twelve students work simultaneously under one instructor. The laboratory equipment furnishes each student with a complete set of the apparatus needed in each exercise assigned. In the more advanced classes, the equipment is sufficient to meet the needs in the special lines of work undertaken, and substantial additions of high grade apparatus are being made yearly.

A set of standard grade instruments is provided for students of Meteorology, including thermograph, barograph, anemometer, a full complement of various types of thermometers, rain-gauges, etc.

In Astronomy, a 4½ inch Clark equatorial, with accessories, globes, charts, etc., constitute the present equipment. The intention is to provide in the near future a well furnished working observatory in Astronomy and Meteorology.

Full facilities for college work in the various branches of Chemis-

try are provided, the laboratory accommodating satisfactorily twenty-five to thirty students at the same time.

In Biology, the equipment is especially good, and is being increased every year in both branches, Botany and Zoology. A sufficient number of high grade microscopes, with all accessories, all needed appliances for making and mounting sections, for making cultures, etc., are available. A student provides her own dissecting sets, but all material for dissection is supplied by the college.

There are no laboratory fees charged in any department. In Chemistry, a small deposit to cover breakage is required, which deposit, less any charge made against it, is returned at the end of the year.

CHAPEL

This handsome building was given by the late Mrs. Josephine Louise Newcomb. It seats about 500 persons. The interior gives an effect of harmony and dignity resulting from the simple timbered and stone construction, enhanced by five stained glass memorial windows of exceptional beauty. These, the gift of Mrs. Newcomb and of other friends of the college, are the products of the Louis Tiffany Studios. The class of 1911 has added a handsome window, the product of the Newcomb School of Art, as a memorial to Marjorie Miller, president of the class.

Religious exercises of a non-sectarian character are held every morning and two memorial exercises commemorating the birth and death of Harriot Sophie Newcomb occur on the 16th of December and at Easter. The building is also customarily used for the baccalaureate services at the close of the college year.

The Chapel bell is the gift of the class of 1900.

RELIGIOUS LIFE

The religious life of the College is mainly carried on through the Young Women's Christian Association. As organized, its aim is to promote the study of the Bible and in every way to deepen the spiritual lives of the girls.

The meetings, planned and conducted by the girls, are held every Wednesday afternoon, at 3:30, in the Association room. The topics are general, arranged by a program committee whose duty it also is to secure various prominent speakers. During the year, ministers of practically all the denominations make addresses at the meetings and this helps to develop the bond between the Association and the work of the churches.

There is a Bible Class held weekly under the Association's auspices Sunday evening in one of the College residences. The course studied is changed every year, and so, during the four years' course, presents a cycle in the Old and New Testaments.

With the growing interest in Missions, has come the demand for mission study classes, and one on Home Missions is held weekly. Once a month, the regular Wednesday meeting is given over to the Missionary Committee who provide either a prominent speaker or a special program for that day.

The Association, though practically controlled by its members, has nevertheless an Advisory Board composed of faculty members and others who are interested in Christian work in Newcomb College, and are willing to give their time and advice to help.

A most cordial invitation to become a member of the Young Women's Christian Association is extended to all who come to college. If entered into in the right spirit, the Association can give its members something which will make their college days sweeter and more worth while, both during the course, and in remembrance.

STUDENT ACTIVITIES

College Publications

The Newcomb Arcade is the official publication of Newcomb College. It is issued quarterly by the students and Alumnae.

The Tulane Weekly is the weekly bulletin of the University.

The Jambalaya is the annual record of University interest.

Literary Societies

The Literary and Debating Club, to which any student of Newcomb College is eligible, has for its purpose the art of debating and literary criticism.

The three language clubs—*Latin*, *German*, and *French*—aim to encourage interest in foreign languages.

The Student Body

The Newcomb Student Body is practically self-governing. The president and vice-president are always Seniors, but the other offices are open to any class. The executive power is in the hands of a committee composed of the Student Body officers together with the presidents of all the classes and organizations. A Student Council has been formed, composed of the four Academic class presidents together

with representatives from the Schools of Art, Music, Household Economy and Education, one of these representatives being always the president of the Art Student Body. The aim of this Council is to raise the moral tone of the college. All matters involving honor are left in its hands, and its decisions are reported to the faculty. The Student Body holds regular semi-monthly meetings, when matters of college interest are discussed and voted on.

The Newcomb Athletic Association

The *N. A. A.* regulates and encourages all athletic interests. It supervises all tournaments and match games.

The Dramatic Club

All students of the college are eligible to the *Dramatic Club*. The purpose of the club is to establish interest in dramatics and elocution.

The Glee Club

The Newcomb Glee Club fosters an interest in music, develops musical talent, furnishes music for all college entertainments, and gives an annual concert.

NEWCOMB ALUMNAE LOAN FUND

The Newcomb Alumnae Association maintains a fund for the purpose of lending moderate sums of money to Newcomb students standing in need of such aid. Full particulars may be obtained from the Loan Fund Committee, which consists of Mrs. A. W. McLellan, Chairman, 22 Audubon Place, New Orleans, La., Miss Eleanor Reames, Miss Florence Dymond.

EMPLOYMENT FOR GRADUATES

The College will endeavor to provide from its graduates teachers in the various branches for parish public schools, industrial schools, high schools, private schools and colleges, instructors in Physical Culture, Art and Music, as well as governesses in private families, and will also endeavor to fill orders for work done in pottery, brass, weaving, embroidery, and other branches of the Newcomb School of Art.

A graduate who wishes to be registered as an accredited teacher should make formal application to the Secretary. A committee of the faculty will pass upon her application.

All persons desiring to secure the services of a Newcomb graduate, or to have any orders filled in the School of Art, or any graduate

desiring to have her name placed on file for a position or as ready to fill orders in art work, should communicate with the Secretary Newcomb College, New Orleans, La.

CO-OPERATIVE BOOK STORE

The Newcomb College Book Store furnishes text-books, music and school supplies to students at low rates. The aim of the Book Store is to sell as cheaply as possible, for cash, not to make a profit. Students are asked to co-operate in the enterprise by buying necessary books and supplies at the store. The management of the store is in the hands of a committee of the faculty.

FELLOWSHIPS AND SCHOLARSHIPS

Four Fellowships, of the value of \$250.00 each, are awarded annually to worthy graduates of this or of other colleges of like standing. The holders of these Fellowships are expected to pursue a definite line of study in this institution, and to devote a moderate number of hours weekly to teaching or to such other duty as may be required in the department of their major study. The Fellowship is granted for one year; at the expiration of this time, if the work of the student has proved satisfactory, the appointment may be renewed.

The following Scholarships are offered in the Newcomb College :

I. The Cora A. Slocumb Scholarship, endowed by Mrs. Ida A. Richardson, of New Orleans.

II. The B. C. Wetmore Scholarship, endowed by Mr. B. C. Wetmore, of New York.

III. The Tulane Scholarship, given by the Administrators of the Tulane Educational Fund.

IV. The Ida Roehl Hershheim Scholarship, endowed by Mr. Simon Hershheim, of New Orleans.

V. The F. Walter Callender Scholarship, endowed by Mr. F. Walter Callender, of New York.

These scholarships are offered to the graduates of the New Orleans public high schools. Only those will be considered eligible who are qualified for admission to one of the regular college courses, who have graduated from one of the high schools in the year preceding and who are recommended by its principal.

VI. The Louisiana Battle Abbey Scholarship, endowed by the Louisiana Battle Abbey Association. This scholarship is offered to a worthy descendant of a Louisiana Confederate veteran.

VII. Three Baker Scholarships, endowed by a bequest of Mrs. Elizabeth Stone Baker. These scholarships are open to general competition.

VIII. The J. C. Morris Scholarship, endowed by a bequest of J. C. Morris, former Administrator of Tulane University. This scholarship is open to general competition.

One or more of the above scholarships will be awarded each year, subject to the conditions stated, to the applicants who shall make the highest record in competitive examination. This examination will be held at the college at the beginning of its session, as announced in the catalogue.

IX. United Daughters of the Confederacy Scholarships. A scholarship has been placed at the disposal of the General Order of the Daughters of the Confederacy in Louisiana and another at the disposal of the Stonewall Jackson Chapter of New Orleans. An applicant for either of these scholarships must be a worthy descendant of a Confederate veteran.

X. Southern Association of College Women Scholarships. Newcomb College has tendered to the S. A. C. W. twelve scholarship to be allotted by the Association to the various southern states. Any graduate of an accredited high school may compete for a scholarship and the award will be determined by the candidate's class standing during her last year in high school together with an examination in mathematics, English and one language. Upon application, examination questions will be mailed to principals of high schools about the first of May or of September. The examination papers of the candidates must be sent to Newcomb for grading.

No state may receive more than two of these scholarships a year, and no school shall receive the award oftener than once in four years, except those schools in which College Clubs have been formed by the Southern Association of College Women.

XI. The Meta D. Huger Scholarship, endowed by the Meta D. Huger Alumnæ Association. Open to general competition.

By a recent action of the Board of Administrators, a limited number of scholarships in the School of Art are offered to deserving students who propose to take a full course in Art and who have complied with the entrance requirements of the University.

The Board of Administrators also offer a limited number of free scholarships to graduates of accredited high schools in Louisiana and adjoining states. Particulars in regard to these will be furnished upon application.

Applications for these scholarships should be made as early as practicable, and not later than Sept. 15th.

An applicant for a scholarship who fails in any of the competitive examinations will not be considered eligible.

A student holding competitive or other scholarships must show her proficiency by the middle of the Sophomore year; and a condition shall constitute a deficiency. A scholarship student who is thus found deficient will forfeit her scholarship at the close of the sophomore year, or at any time thereafter, should she become deficient. The scholarship may also be forfeited at any time for marked deficiency or for other cause, at the discretion of the faculty.

Scholarships thus forfeited may be recovered by removal of such deficiencies, and additional evidence of merit, but shall not warrant the repayment of tuition or fees that may have been incurred.

HOLDERS OF ENDOWED SCHOLARSHIPS 1913-1914

The Baker Scholarships.....	{ Ethel Cushman Earl Richmond Lulie Westfeldt
The Battle Abbey Scholarship.....	Lylian Badger Urban
The B. C. Wetmore Scholarship.....	Martha Barr Salm
The Cora A. Slocomb Scholarship ..	Theodora Sumner
The F. Walter Callender Scholarship....	Nealtje de Graaf Smith
The J. C. Morris Scholarship	Kathleen Black
The Tulane Scholarship.....	Florence Olwell Wintz
The Ida Roehl Hershheim Scholarship..	Helen Elvira Jacobs
The Meta D. Huger Scholarship.....	Mary Clayton Sumner

BOARD SCHOLARSHIPS

Alexandria, La., High School.....	Mary Isabel Lund
Barton Academy, Mobile, Ala.....	Eliza Louise Berrey
Baton Rouge, La., High School.....	Edith Albina Mahier
Bay St. Louis, Miss., High School.....	Lillian Chapman
Clarksville, Tenn., High School.....	Mattie Dabney Dinwiddie
“ “ “ “	Ruth Hickman Brunson
“ “ “ “	Sarah Roach
Donaldsonville, La., High School.....	Lucile De Russy
Franklin, La., High School.....	Charlotte Frere
“ “ “ “	Miriam Flora Levy
Gueydan, La., High School.....	Adeline Virginia La Casse
Homer, La., High School.....	Ida Langston
Hot Springs, Ark., High School.....	Anne Delie Bancroft

Houma, La., High School.....	Marguerite Clara Bisland
I. Newman Manual Training School.....	Alice Payne Vance
“ “ “ “	Rietta Garland
Lecompte, La., High School.....	Esther Hazel Brown
Lorton Prep. School, Houma, La.....	Amalia Lewald
Louisville, Ky., High School.....	Romola Ross
McComb, Miss., High School.....	Nora Ella Fly
McDonogh High School No. 2, City.....	Rosamond Agnes Hill
“ “ “ “ “	Eleanor Dewees Booth
“ “ “ No. 3, City.....	Edith Allard DuPlantier
“ “ “ “ “	Bianca Farnet
McDonogh-Jefferson High School.....	Dionysia Georgiana Dela Cruz
Meridian, Miss., High School.....	Beryl Hattie Schulherr
Minden, La., High School.....	Joan Chaffe Miller
Mineola, Texas, High School.....	Kathleen Faith Coleman
Monroe, La., High School.....	Agatha Faulk
Morehouse Parish, La., High School.....	Lessie Henrietta Madison
Muskogee, Okla., Central High School.....	Elsie May Tennyson
Napoleonville, La., High School.....	Lillian Marie LeGardeur
Newcomb High School.....	Adele Marx
“ “ “ “ “	Laura Elizabeth Saunders
Ouachita Parish, La., High School.....	Augusta Jordan
Pensacola, Fla., High School	Hazel Jacoby
Plaquemine, La., High School.....	Mae Bache
Shreveport, La., High School.....	Ruth Willard Rogers
S. W. Industrial Institute, Lafayette, La....	Margaret Dunbar Foules
“ “ “ “ “	Helen Muriel Mouton
Terrebonne Parish, La., High School.....	Helen Emeline Wurzlów
Southern Association of College Women.....	Mary Manly Elmore
“ “ “ “ “	Estelle Mary Chesnutt
“ “ “ “ “	Mary Douglas Ayres
“ “ “ “ “	Jessie Deen
United Daughters of the Confederacy.....	*Myrtle Emily Aby
“ “ “ “ “	Olive Ellzey
“ “ “ “ “	Lillian Lucie Fortier
Appointed by State Superintendent.....	Irma Carolyn Smart

* Withdrawn.

MEDALS AND PRIZES

The Virginia Gleaves Lazarus Medal: for the best essay written by a Senior or Junior, the subject being selected by the faculty. Given by Mrs. H. L. Lazarus, in memory of her daughter.

The Mary L. S. Neil Medal: for excellence in water-color painting by a student in the School of Art, the award being made by the faculty of that department. Founded by the Mary L. S. Neil Book Club, in memory of Mrs. Neil.

The Class of 1903 Shakespeare Prize: for the best Shakespearean essay written by a Junior. Endowed by the Rev. Beverley E. Warner.

The Fannie Estelle Holley Memorial Prize: for the highest excellence in water-color attained throughout the session by a Junior in the water-color class of the Normal Art course. Given by the Rev. Byron Holley in memory of his daughter.

The Mary B. Scott Memorial Prize: for the best historical essay involving original research, written by a Senior. Endowed by Miss Mary M. Scott, in memory of her mother.

The Class of 1909 Prize: for the best college record of the year, not merely in scholarship but in public spirit; to be awarded by a committee composed of the faculty and the alumnæ. Established by the Class of 1909.

The Arcade Translation Prize: for the best translations from Latin, Greek, French, or German verse. Offered by the *Arcade* magazine.

The Jennie C. Nixon Prize: for the best debate delivered at the final public exercises of the Debating Society. Endowed by the Newcomb Alumnæ in honor of the first professor of English in Newcomb College.

AWARDS, 1913

VIRGINIA GLEAVES LAZARUS MEDAL

Lucile Helen Brakenridge

MARY L. S. NEILL MEDAL

Corinna Morgiana Luria

BEVERLEY WARNER MEMORIAL PRIZE

Angie Louise McLees

FANNIE ESTELLE HOLLEY MEMORIAL

Alice Lucile Charlton

MARY B. SCOTT MEMORIAL PRIZE

Beatrice Frye

CLASS OF 1909 PUBLIC SPIRIT PRIZE
Hermance Wolbrette

ARCADE TRANSLATION PRIZE
Lucile Helen Brakenridge

JENNIE C. NIXON PRIZE
Gladys Carson Gibbens

KAPPA KAPPA GAMMA PRIZE
Gladys Carson Gibbens

OFFICERS NEWCOMB ALUMNAE ASSOCIATION

Organized March 31, 1893.

President, Lydia E. Frotscher, A. M., '04
First Vice President, Florence Dymond, A. B., '91
Second Vice President, Hortense Schlenker Godchaux, A. B., '10
Corresponding Secretary, Carmelite Janvier, A. B., '11
Recording Secretary, Elizabeth Hurt Robinson, A. B., '91
Treasurer, Eleanor Elmore Reames, Ph. D., '05

BOARD OF DIRECTORS

Viola Sirera Ransmeier, '96 Amélie Roman, '96
Caroline Richardson, '95

FEEES

The college year is divided into two terms. The First Term begins Monday, September 28, 1914; the Second Term begins Monday, February 1, 1915.

All charges are payable strictly in advance.

At the time of entrance the student is required to pay the Registration Fee, Tuition, and other fees for the current term, and if residing in the dormitory, will also be required to pay the Incidental Fee, Infirmary Fee, and the charge for board for the current term. The charges for the Second Term are due and payable at the beginning of the term February 1, 1915.

In case the student does not register on one of the regular days set apart for registration as announced in the calendar, an additional charge of \$1.00 will be made for late registration.

If all charges are not paid within 10 days after entrance, or if all charges for the second term are not paid within 10 days after the

beginning of the term, a penalty of \$5.00 will be added. Upon continued neglect the student may be excluded from class.

No reduction in the charge for Tuition or Board will be made for a student entering during the first month of the term. If entering any time during the second month the charge will be $\frac{3}{4}$ of the regular charge; and if entering at any time after the beginning of the third month the charge will be $\frac{2}{3}$ of the regular charge.

In case of withdrawal from college or from dormitory at any time during the first two months of the term a refund of $\frac{1}{3}$ of the regular charge for board and tuition will be made. In case of withdrawal at any time during the third month, a refund of $\frac{1}{4}$ of the regular charge will be made. No refund will be allowed for withdrawal after the beginning of the fourth month of the term. No allowances will be made for absence during the term for any cause.

No claim for refund will be allowed unless made within 60 days after date of withdrawal from college or other cause for claim.

Each student residing in dormitory shall, at the time of entrance, make a deposit of \$10.00 Incidental Fee to cover possible breakage or incidental expense. The unexpended balance will be refunded to the student at the end of the session.

An alumna, or a student taking a regular course in any department of the college, may take instruction in Voice, Piano or other instrument at the charges indicated for regular students.

A student taking only instruction in Voice, Piano or other instrument is not required to pay a registration fee.

A student beginning Voice, Piano or other instrument after the beginning of the term will be charged a pro rata rate per lesson for the number of lessons that can be taken during the balance of the term.

The charges for Voice, Piano, or other instrument are based on 17 lessons per term taken one a week, and 34 lessons per term taken two a week.

Fees for private instruction in theoretical courses and in courses for teachers may be learned upon application to the Director of the School of Music.

With the exception of practical music and household economy, an alumna of the college may take any course in the school from which she graduated without payment of tuition. She will be required to pay registration and other fees.

No student will be admitted to any term unless all previous charges have been paid in full.

	College	School of Art	School of House- hold Econ- omy	School of Music
Registration Fee $\frac{1}{2}$	\$10.00	\$ 5.00	\$ 5.00	\$10.00
Tuition—per term:				
1 hour course.....	.....	.....	.....	5.00
2 hour course.....	.....	.....	.....	10.00
3 hour course.....	.....	.....	.....	15.00
1 subject.....	.....	22.50	15.00	.....
2 subjects.....	30.00	22.50	22.50	.....
3 subjects or more.....	45.00	22.50	.....	45.00
Homemakers course Do- mestic Science.....	.....	.....	10.00	.....
Mechanical Bookbinding.....	†	10.00	†	.....
Regular students, Major or Minor Instrument, 2 lessons a week, 34 les- sons to a term—				
Piano.....	†	†	†	{ 27.00— 40.00 53.00— 65.00
Voice.....	.....	.....	.....	40.00— 65.00
Organ.....	.....	.....	.....	40.00
Violin, Violoncello or other Orchestral Instru- ment.....	.....	.....	.....	32.00
Minor Instrument, 1 les- son a week, 17 lessons to a term—				
Piano.....	†	†	†	{ 14.00— 21.00 27.00— 33.00
Voice.....	.....	.....	.....	21.00— 33.00
Organ.....	.....	.....	.....	21.00
Violin, etc.....	.....	.....	.....	17.00
Special students, 2 les- sons a week, 34 lessons to a term—				
Piano.....	.....	.....	.....	{ 33.00— 50.00 67.00— 80.00
Voice.....	.....	.....	.....	50.00— 80.00
Organ.....	.....	.....	.....	50.00
Violin, etc.....	.....	.....	.....	40.00

	College	School of Art	School of House- hold Econ- omy	School of Music
1 lesson a week, 17 les-				
sons to a term—				
Piano.....				<div> <div>17.00—</div> <div>25.50</div> </div>
Voice				<div> <div>34.00—</div> <div>42.50</div> </div>
Organ				25.50— 42.50
Violin, etc.				25.50— 42.50
Pianoforte Sight Playing...				25.50— 42.50
Song Repertoire and In- terpretation				25.50— 42.50
Ensemble (except chorus)				25.50— 42.50
Recital Class.....				25.50— 42.50
Single Recital.....				25.50— 42.50
Use of Organ, 1 hour daily				25.50— 42.50
Use of Piano, 1 hour daily..				25.50— 42.50
Each additional hour.....				25.50— 42.50
Laboratory fees:				
Domestic Science Supplies..	3.00†	3.00†	8.00	3.00†
Domestic Science Supplies				
Homemakers Course.....			5.00	
Studio Fee, Art.....	1.00†	1.00	1.00	
Experimental Pottery.....		1.50†		
China Painting.....		1.00†		
Figure Drawing		1.00†		
Methods Fee, Art.....		1.00†		
Metal Work Fee.....	1.00‡	1.00‡		
Bookbinding Fee.....	1.50†	1.50†		
Board, per term	115.00	115.00	115.00	115.00
Infirmary Fee, per term ...	5.00	5.00	5.00	5.00
Incidental Fee §.....	10.00	10.00	10.00	10.00

† Payable only if these courses are taken.

‡ Payable only by students using metal work studio outside class hours.

§ Registration Fee and Incidental Fee are payable once for the year at time of entrance. All other charges are for one term only.

RESIDENCES FOR WOMEN

The residences are provided with every convenience for boarding students. They are situated in the immediate vicinity of the college and every precaution has been taken for the care and comfort of their inmates.

Rooms in the residences are assigned to students in order of their application, and an early registration will be necessary to secure a place. No one will be considered an applicant unless the request is accompanied by a deposit of five dollars, which will be forfeited if the applicant withdraws, but will otherwise be credited on the first payment.

No place will be reserved for a student of the previous year, unless the deposit of \$5 be made before August 1st.

If the student does not present herself within the first week of the session, her place will not be retained for her.

The care of the students is intrusted to competent matrons and resident teachers, who will maintain correspondence with parents or guardians whenever necessary or desired.

Board for the college year, \$230.

This charge contemplates placing two or three students in each room. In case the space is not required, a student may occupy a room alone, but will be charged \$300 for the school year. This charge does not include tuition. Washing extra, at reasonable rates.

A student remaining for the Christmas holidays will be charged for board at the rate of \$1.00 a day.

A charge of \$5 per term shall be made to each student as an infirmary fee. This shall entitle her to medical attention from the regular physician and care in the infirmary when necessary.

Any student who is ill shall be removed to the infirmary whenever in the judgment of the lady in charge and of the resident nurse this shall be necessary.

In case a parent requests the services of a physician other than the one regularly employed by the college, the bill for such services shall be charged against the student.

Each student on entering shall deposit an incidental fee of \$10 to cover breakage or incidental expenses. The unexpended balance will be refunded at the end of the session.

A boarding student is not received for a shorter period than a full term.

Each student will furnish her own napkins, towels, mosquito-bar, and bedding.

A student in the Boarding Departments is subject only to such rules as are found necessary to her proper care and security and requisite for the successful prosecution of her studies. No exceptions, therefore, can be made in the case of special students desiring special privileges. The wishes and instructions of parents, in each case, are recorded and followed, so far as is consistent with the general regulations.

Application for rooms should be made on blanks prepared for that purpose, not later than September 1st; earlier, if possible.

For further particulars and application blank, address the REGISTRAR, H. Sophie Newcomb Memorial College, New Orleans, La.

RULES FOR STUDENTS IN RESIDENCES

Prompt attendance is required at meals, chapel exercises, and in classes.

Rooms will be cleaned by the servants once each day. The students should make up their own beds and keep their rooms in good order at all times.

All complaints or requests for special service must be made to the lady in charge. Servants are not permitted to comply with requests from students.

Quiet, lady-like behavior is required at all times, but is especially necessary at table and in the halls.

Meals will be served in rooms or in the infirmary only in case of sickness, and at a charge of ten cents for each meal.

No meals or entertainments may be given in students' rooms without special permission.

Whenever a student desires to leave the college residence, except as her school work requires, special permission must be obtained.

No student will be permitted to go out in the evening, except in company with a suitable chaperone, who must call for her and return with her. Permission to go out and to receive callers will be given only on Friday evenings, or on such other evenings as immediately precede a school holiday. All others must be devoted to study or rest. All students are required to be at home on Sunday evenings. *Exceptions to this rule will be made only for imperative reasons.*

A special student, residing in the college buildings, is required to take at least twelve recitations per week; and it is desirable that she should take fifteen recitations per week. Special students of practical music are exempt from this requirement only when they take theoret-

ical work in music prescribed by the Director of the School of Music.

All students are required to attend religious services in their respective churches once each Sabbath.

DAILY SCHEDULE

Rising bell.....	6:30	A. M.
Breakfast.....	7:15	"
Chapel.....	8:15	"
Lunch.....	12:30	M.
Dinner.....	5:30	P. M.
Study hour.....	7:00	"
Lights out	10:15	"

NEWCOMB COLLEGE

The purpose of the College is to foster the intellectual life in any way that may seem to be most helpful and promising for the maintenance of a high standard of culture and social usefulness. Instruction is offered first, therefore, in what are commonly called arts and sciences; and a course of instruction in these subjects, leading to the degree of Bachelor of Arts, represents the first and most general purpose of Newcomb College. But the College should meet the needs of the community, if possible, by more careful preparation for the specific demands of modern life; it should in as many ways as possible endeavor to equip young women for effective service to society.

Therefore, it has added to the academic instruction, which is the central part of its work, special instruction in schools devoted to the training of students for particular vocations.

Before entering the College, students are urged to consult with competent advisers, to determine what is the aim of the course they wish to pursue, and in what way the opportunities afforded by the College may best be used to lead them to satisfactory attainment. Any officer of the College will be pleased to direct the student to the particular instructor whom it would be best to consult before selecting a course of study.

Degrees, Diplomas, Certificates

The regular course of the College, covering four years, when satisfactorily completed leads to the degree of Bachelor of Arts.

A course of four years in studies specially grouped for the needs of those wishing training as teachers, leads to the degree of Bachelor of Arts in Education.

The regular course of the School of Art, four years, leads to a Diploma in Art. In addition, the School of Art offers diplomas for teachers of art, upon completion of a course covering two years, and special certificates for proficiency in other courses.

The regular course of the School of Music, four years, leads to the degree of Bachelor of Music. In addition, the School of Music offers diplomas similar to those of the School of Art.

The School of Household Economy offers diplomas similar to those of the School of Art.

Attention is especially called to the following regulation: Applicants for diploma or certificate, or students who have taken only a partial course, and are desirous of making up their deficiency and receiving a degree or diploma in a regular course, are required to give notice in writing, through the Registrar of the College, not later than the beginning of the second term of the year in which the certificate or diploma is to be conferred. The application will be referred to the Committee on Advanced Standing, who will report to the faculty not later than March 30. preceding the conferring of the certificate or diploma.

COLLEGE COURSES

The courses of study extend over four years and lead to the degree of Bachelor of Arts.

The studies are divided into required and elective, as stated below. With each advance in grade a greater freedom of election is permitted, but the choice of the student is subject to the approval of the faculty.

Every student is required to devote two hours a week in each year to physical education, and satisfactory completion of the course is essential to good standing.

Every student is expected before the close of her Sophomore year to select some one subject or associated group of subjects, other than English or Art, which shall constitute her main study and which shall be taken three hours per week during the Junior and Senior years. In the main course thus chosen, the maximum requirement of work will be exacted as shown in the outline of studies given below.

Sixteen recitations per week are required in the Freshman class and fifteen hours per week in the Sophomore, Junior, and Senior years. In the Freshman and Sophomore years ~~two~~ hours additional may be permitted by special consent of the faculty. Two hours of laboratory practice or of practice in art will be considered equivalent to one hour of recitation. Where art is permitted as an elective in the Junior and Senior years, additional study in the history of art and theses pertaining to the subject are required.

For subjects offered as elective, see *Courses of Instruction*. Special rules for the guidance of students in electing their courses may be found in the *General Rules of the College*, of which a copy will be furnished to each student. No Freshman subject may be elected in the Senior year. All students must confer with a member of the Faculty in the election of their studies. Freshmen will confer with the Chairman of the Committee on Course of Study, other students will confer with the instructor in charge of their major study; and all courses of study elected must be submitted by the student for the approval of the Committee on Course of Study.

COURSES OF STUDY BY CLASSES

FRESHMAN REQUIRED		HOURS	SOPHOMORE REQUIRED		HOURS
English A1	(1)	3	English B3		3
Latin	one major and one minor (2)	3	Major Language (3)		3
Greek			History		3
French			Physics	} (4)	5
German		3	or		
Mathematics		3	Chemistry	} (4)	3
History		3	Mathematics		
or			Minor Language		
Physiology			or		
Library, ½ year		1	Science		

(1) A student showing deficiency in her class work in any Freshman study will be required to take an additional hour of class work, at the direction of the instructor, until her work is satisfactory.

(2) Those who elect a beginning language must continue it through the Sophomore year.

(3) Students desiring to continue Mathematics or the Science offered for entrance may continue the minor language instead of the major.

(4) Students must take in College the Science not offered for entrance.

JUNIOR REQUIRED		HOURS	SENIOR REQUIRED		HOURS
Major Language	}	3	Major Language	}	3
or			or		
Major Science	}	3	Major Science	}	3
English (5)			English (5)		
History,			History,		
Economics			Economics		
or	}	3	or	}	3
Language			Language		
Science (see note 6)		3	Philosophy		3
Elective 12, 9, or		6	Science (see note 6)		3
			Elective 9, 6, or		3

(5) All students must elect one course in English, in History, in Economics, or in Language, in either Junior or Senior year; if a beginning language be elected, it must be elected in the Junior year and continued through the Senior year.

(6) Those not taking Science as a Major must elect one course in a Science other than that taken in the Sophomore year, and may elect this course in either the Junior or Senior.

COURSES LEADING TO THE DEGREE OF BACHELOR OF ARTS IN EDUCATION

Courses in Education are offered in which certain required studies in Psychology and Education are taken in connection with groups of Electives chosen from the special branches in which the student desires to fit herself for teaching. A diploma is awarded for a full two year course. The four year course leads to the degree of Bachelor of Education.

FRESHMAN YEAR

English A 1.....	3
Educational Hygiene A 6, first term.....	3
Introduction to Psychology A 1, second term.....	
Library A 1.....	½
Physical Training.....	2
Electives (see below).	

SOPHOMORE YEAR

History of Education B 2, first term.....	3
Genetic Psychology B 3, second term.....	
Physical Training.....	2
Electives (see below).	

At the satisfactory completion of the Sophomore year a diploma will be given for a full two years course.

JUNIOR YEAR

English.....	3
French, German or Spanish..	3
Mathematics, History or Economics.....	3
Physical Training.....	2
Electives (see below).	

SENIOR YEAR

Principles of Education C D 3	3
Elementary or Secondary Education.....	2
French, German or Spanish..	3
Electives (see below).	

Students pursuing the course given above may elect the subjects in which they wish special preparation as teachers, and for their guidance the courses to be pursued in Art, Household Economy, etc., are outlined below.

Students electing academic subjects will consult the Committee on Course of Study for determination of the details of their course. No course will be regarded as properly registered unless approved by the Committee.

STUDENTS OF ART WILL TAKE AS THEIR ELECTIVES*

FRESHMAN YEAR

Cast Drawing A 12.....	4
Freehand Perspective A 11....	4
Water Color A 13.....	2
Design A 16.....	4
Working Drawing A 18.....	2

SOPHOMORE YEAR

Cast Drawing S 12.....	4
Freehand Perspective S 11....	4
Water Color S 14.....	2
Design B 16.....	2
Projection and Mechanical Perspective S 18. Each ½ year.....	2

JUNIOR YEAR

Drawing from Life S 17.....	4
Composition S 19.....	1
History of Sculpture and Architecture C 23.....	1
Applied Design S 26.....	4

SENIOR YEAR

Drawing from Life S 17.....	4
Water Color S 14.....	2
Design S 16.....	2
Applied Design S 26.....	2
History of Painting D 24.....	1
Composition S 19.....	1
Methods of Teaching S 33.....	2

* Students electing this course must have had High School Drawing or show by examination satisfactory aptitude for the art elective.

STUDENTS OF MUSIC WILL TAKE AS THEIR ELECTIVES :

FRESHMAN YEAR

Elements of Theory A 1 ½ year	3
Elementary Harmony A 12 ½ year	
Solfeggio, Elementary A 3 (2).....	5
Appreciation of Music A 8.....	2
Observation of Classes in Public Schools A 29; Des- criptive Themes.....	1
Recital Class S 28 (2)	1
Chorus S 27 (2)	1
Practical Music, extra (1).	

SOPHOMORE YEAR

Advanced Harmony B 2.....	3
Solfeggio, Intermediate B 10	2
History of Music B 7.....	2
Methods in Public School Music B 9.....	3
Recital Class S 28 (2).....	1
Chorus S 27 (2).....	1
Practical Music, extra (1).	

JUNIOR YEAR

Counterpoint C 4.....	2
Solfeggio, Advanced C 13.....	1
Special Studies in History of Music C D 11.....	1
Recital Class S 28 (2).....	1
Chorus S 27 (2).....	2
Practical Music, extra (1).	

SENIOR YEAR

Instrumentation and Con- ducting D 14.....	2
Analysis D 15.....	1
Methods in Public School Music, Advanced D 16	1
Recital Class S 28 (2).....	1
Chorus S 27 (2).....	1
Thesis.....	1
Practical Music, extra (1).	

(1) Voice and piano recommended, but other instruments may be chosen. Attention is called, however, to graduation requirement of ability to sing and play the piano acceptably. Fees according to teacher chosen at rate for regular students. (See pages 47, 48).

(2) No outside preparation required.

STUDENTS OF HOUSEHOLD ECONOMY WILL TAKE AS THEIR ELECTIVES:

FRESHMAN YEAR		SOPHOMORE YEAR	
Chemistry A 1.....	3	Biology A B 2.....	3
Drawing, Design and Color A 9.....	2	Drawing, Design and Color B 9.....	2
Domestic Science A 1.....	3	Domestic Science B 2, 3, 4.....	3
Domestic Art A 1.....	3	Domestic Art B 2, 3, 4.....	3
		Theory and Practice of Teaching Domestic Science.....	2
JUNIOR YEAR		SENIOR YEAR	
For Students Specializing in Domestic Science:		Domestic Science D 8, 9, 10..	6
Domestic Science C 6, 7.....	3	Domestic Art D 8, 9, 10.....	3
Chemistry of Nutrition C 5..	3	Figure Drawing, Water Color and Interior Design, D 9.....	3
For Students Specializing in Domestic Art:			
Domestic Art C 6, 7.....	3		
Drawing, Design and Color C 9.....	3		

STUDENTS WISHING TO COMBINE COURSES IN ART AND MUSIC WILL TAKE AS THEIR ELECTIVES:

FRESHMAN		SOPHOMORE	
	HOURS		HOURS
Form Study A 10 { ½ year	1	Methods in Public School Art S 33.....	1
Picture Study A 22 { each		Water Color A 13.....	2
Water Color A 13.....	2	Design B 16.....	2
Design A 16.....	2	Mechanical Drawing S 18 ½ year.....	2
Cast Drawing A 12.....	2	Cast Drawing B 12 ½ year.....	
Elements of Theory A 1 ½ year.....	3	Methods in Public School Music B 9.....	3
Elementary Harmony A 12 ½ year.....		Appreciation of Music S 8.....	2
Solfeggio, Elementary A 3.....	5	Chorus S 27.....	1
JUNIOR		SENIOR	
Water Color A 13... { ½ year	2	Life Drawing D 17.....	2
Plant Forms S 35... { each		Water Color S 14.....	2
Perspective S 11.....	2	Design D 16.....	2
History of Sculpture and Architecture C 24.....	1	Methods in Public School Art Counterpoint C 4.....	2
Advanced Harmony B 2.....	3	Methods in Public School Music, Advanced D 16.....	1
Chorus S 26.....	1	History of Music D 11.....	2

**STUDENTS IN TRAINING COURSE FOR TEACHERS IN
PHYSICAL EDUCATION WILL TAKE AS
THEIR ELECTIVES:**

FRESHMAN YEAR		SOPHOMORE YEAR	
Chemistry A B 2.....	3	Biology A B 2.....	3
Theory of Physical Education A 9.....	3	Physiology of Exercise B 11.....	3
History and Development of Physical Education A 10.....	1	Teaching Practice.....	2
Drawing, Design and Color A 9.....	2	Expression B 12.....	2
		Drawing, Design and Color B 9.....	2
JUNIOR YEAR		SENIOR YEAR	
Medical Gymnastics C 13.....	3	Anthropometry D 16.....	2
Gymnastic Progression.....	2	Medical Gymnastics D 14.....	3
Expression C 12.....	2	Problems in Physical Education D 15.....	2

**COURSE OF STUDY LEADING TO THE DEGREE OF
BACHELOR OF MUSIC**

FRESHMAN YEAR		SOPHOMORE YEAR	
	HOURS		HOURS
Major Instrument (1)	1	Major Instrument (1).....	1
Elements of Theory A 1 ½ }	3	Advanced Harmony B 2.....	3
year.....		Solfeggio, Intermediate B 10	2
Elementary Harmony A 12 }		History of Music B 7.....	2
½ year.....		Ensemble S 27 (4).....	1
Solfeggio, Elementary A 3		Recital Class S 28 (2).....	1
(2).....	5	English B3.....	3
Appreciation of Music.....	2	French A2, AB3, AB4, or B5 (3) }	3
Recital Class S 28 (2).....	1	or	
English A1.....	3	German B3, or BC5-6 (3).....	
French A1, A2, or AB3 (3) }	3	Physical Training (2).	
or		Minor Instrument (possible	
German A1, or A2 (3) }		extra) (6).	
Physical Training (2).			
Minor Instrument (possible			
extra) (6).			

JUNIOR YEAR		SENIOR YEAR	
	HOURS		HOURS
Major Instrument (1).....	1	Major Instrument (1).....	1
Counterpoint C 4.....	2	Canon and Fugue (13) D 5	2
Special Studies in History of		or	
Music C 11 (5).....	1	Free Composition (13) D 6	
Solfeggio, Advanced C 13.....	1	or	2
Ensemble S 27 (4).....	1	Instrumentation and	
Recital Class S 28 (2).....	1	Conducting D 14 (13).....	
Electives (14).....	7 or 8	Analysis D 15.....	1
Minor Instrument (6) 1 or 2		Ensemble S 27 (4).....	1
Practice Teaching (7).....	2	Recital Class S 28 (2).....	1
Normal Course in Teaching		Thesis or Graduating Recital	1
Major Instrument (7).....	1	Electives (14).....	7 or 8
Psychology BCD1-2 (7) (8)	3	Minor Instrument (6) 1 or 2	
History of Art (8).....	1	Canon and Fugue (13).....	2
English (9).....	3	Free Composition (13).....	2
French (3) (9).....	3	Instrumentation (13).....	2
German (3) (9).....	3	Special Studies in History	
Italian CD1 (10).....	3	of Music (11).....	1
History B3-4 (11).....	3	Pianoforte Sight-Playing	
Methods in Public School		(12).....	1
Music.....	3	Song Repertoire and Inter-	
		pretation (10).....	1
		Practice Teaching (7).....	2
		Normal Course in Teaching	
		Major Instrument.....	1
		Psychology BCD1-2 (8).....	3
		History of Art (8).....	1
		English (9).....	3
		French (9) (3).....	3
		German (3) (9).....	3
		Italian CD2 (10).....	3
		History (9).....	3
		Methods in Public School	
		Music.....	3

NOTES.

(1) Pianoforte, Voice, Organ, Violin, Violoncello, or other Orchestral Instruments. Private lessons, two half-hour periods. At least two hours of daily practice recommended. Fee according to teacher chosen. (*For fees for regular students, see page 47.*)

(2) No outside preparation required.

(3) Attention is called to the graduation requirement of a fair reading knowledge of two modern languages other than English. Students entering with full requirements in one language are advised to begin the second language in the Freshman year and to continue its study through the Sophomore year. Students must begin second language at least as soon as beginning of Junior year.

(4) Students are assigned to proper ensemble class by instructor of major instrument. If no such assignment be made because of technical deficiency or

other reason, each student will be required to attend regularly the rehearsals of the University Chorus.

(5) Seminar plan.

(6) Attention is called to graduation requirement of ability to play piano accompaniments of medium difficulty. Additional fee for this elective.

(7) Required of all students intending to teach.

(8) Recommended to all music students as elective in either Junior or Senior year.

(9) Choice of course to be made after consultation with head of department and with the Director of the School of Music.

(10) Required of students with Voice as major instrument.

(11) Required of students intending to specialize in musical criticism and the literature of music.

(12) Required of all students with Pianoforte as major instrument.

(13) Students desiring to specialize in composition may elect any or all of these courses.

(14) Students intending to prepare for concert performance may count additional work in the major instrument as two hours of electives, providing at least two recital programs be prepared and rendered each year.

DIPLOMA IN ART

The following is an outline of work preparing for the practice of art as a profession.

FIRST YEAR	hrs.	SECOND YEAR	hrs.
Elementary A10 ½ year.....	1	Cast drawing S12.....	4
Elementary Design A16.....	5	Freehand Perspective B11..	4
Cast Drawing A12.....	5	Theoretical Design and Plant Drawing B16.....	5
Freehand Perspective A11.....	5	Water Color S14.....	5
Elementary Water Color A13..	4	Pictorial Composition B19..	1
Pictorial Composition S19....	1	Orthographic Projection B11½ half year.....	3
Mechanical Drawing S18.....	2	Mathematical Perspective B11½ half year.....	3
Picture Study A22.....	1	French A3 or German A1....	3
English A2.....	3	Metal Work S25 or Em- broidery S29 or Pottery B27	3
	27		29

THIRD YEAR

	hrs.
Life Drawing C17.....	6
Oil Painting, Still Life and Landscape S 15.....	6
*Pottery S26 or Embroidery S29 or China Painting S28 or Metal Work S25 or Book-binding C32.....	6
Pictorial Composition S19....	1
Design C16.....	4
History of Sculpture and Architecture C23.....	1
French B3 or German B4....	3
	<hr/> 25

FOURTH YEAR

	hrs.
Life Drawing S17.....	6
Oil Painting S15 or Water Color S14	6
Design D16.....	6
Pictorial Composition S19....	1
Pottery D26 or Embroidery S29 or China S28 or Jew- elry S25 or Book-binding D32	6
History of Painting D24.....	1
Drawing from Life D34.....	3
**Aesthetics D9.....	1
Thesis on Art	<hr/> 30

Graduates of regular four-year courses in Art are given free tuition for continued study in Art for a period of two years.

* Not more than two Art-Crafts may be elected.

** See Courses in Psychology.

SPECIAL COURSES AND GRADUATE COURSES

For information concerning Special Courses, and Graduate Courses, and Admission requirements thereto, see pages 32 and 35.

COURSES OF INSTRUCTION

Courses without an asterisk run throughout the year; one asterisk () indicates that the course runs for first term only; a double asterisk (**) indicates that the course runs for second term only. The letters A, B, C, D, S, G, designate respectively: Freshman, Sophomore, Junior, Senior, Special and Graduate Classes.*

ART

PROFESSOR E. WOODWARD

PROFESSOR W. WOODWARD

ASSISTANT PROFESSOR ROMAN

PROFESSOR SMITH

ASSISTANT PROFESSOR TROY

PROFESSOR SHEERER

INSTRUCTOR BUTLER

Since its organization, this college has recognized that the study of art should be considered an important factor in a system of liberal education. This study has, therefore, been offered as an elective with other college studies in Junior and Senior years, and may be permitted as an extra in Freshman and Sophomore years.

In the college classes, technical skill is considered secondary to the development of artistic culture and the formation of taste. The studies are, therefore, varied by discussion of art topics and the analysis and explanation of works of art.

For courses offered as electives or as extras in the College see page 96.

BIOLOGY

INSTRUCTOR BEHRE

A 1. Anatomy and Physiology.

Three periods a week. (Lectures and recitations, two hours; laboratory, two hours).

A B 2. Biology.

Three periods a week. (Lectures and recitations, two hours; laboratory, two hours).

B C 3. Physiology.

Three periods a week. (Lectures, two hours; laboratory, two hours).
General biological introduction leading up to human physiology, with special reference to the physiology of the nervous system.

C 4. Biology.

Three periods a week. (Lectures, two hours; laboratory, two hours).

* Morphology and Physiology of Invertebrates.

** Morphology and Physiology of Plants.

D 5. Biology.

Three periods a week. (Lecture, one hour; laboratory, four hours).
Chemistry I, prerequisite. General course.

D 6. Biology.

Three periods a week. (Lecture, two hours; laboratory, three hours, minimum).

Biology 4, prerequisite. Comparative Anatomy of Vertebrates.

CHEMISTRY

PROFESSOR HERO

A 1. General Chemistry.

Three periods a week. Lectures, two hours; laboratory, one period (two hours). Required of all regular students in Domestic Science.

Lectures, recitations, and individual laboratory work, designed to give a thorough knowledge of chemical principles and their application in the chemistry of daily life. Such subjects as Air, Water, Fertilizers, Food and its functions, etc., receive special attention as demanded by the interests of the student in Domestic Science.

A B 2. Principles of General Chemistry.

Three periods a week. Lectures, three hours; laboratory, two periods (two hours each). Required of all candidates for B. A. if not offered for entrance credit. Elective by students who have offered Chemistry for entrance units and who wish to continue the subject.

Lectures, recitations, and individual laboratory work, designed to give a thorough knowledge of the principles of chemical action in the light of modern theories.

C 3. Qualitative and Quantitative Analysis.

Three periods a week. Lecture, one hour; laboratory, two periods (two hours each). Elective.

Twelve lectures on the elements of Physical Chemistry. Laboratory work based on A. A. Noyes, *Qualitative Analysis*; interpreted from

the standpoint of the modern theories of chemistry, and accompanied by recitations on the underlying principles of the group separations. This work is concluded with typical gravimetric and volumetric analyses.

D 4. Organic Chemistry.

Three periods a week. Lectures, two hours; laboratory, one period (three hours). Elective. Prerequisite, Course C 2.

Lectures and recitations on Remsen, *Organic Chemistry*, supplemented by laboratory preparation of typical compounds, and by weekly collateral reading. The course is concluded with an introduction to Physiological Chemistry and Dietetics.

C 5. Chemistry of Nutrition.

Three periods a week. Lecture two hours, laboratory two hours.

This course is required of students taking the Domestic Science elective in the course leading to B. A. in Education.

ECONOMICS AND SOCIOLOGY

PROFESSOR ALDRICH

MISS MCMAIN

Juniors who are likely to elect advanced work in economics in their Senior year are strongly advised to elect Economics I in their Junior year.

C D 1. Principles of Economics.

Three hours a week.

The principles of economic life are studied with constant reference to the economic aspects of legal and political problems and to the development of the United States. Certain topics of applied economics, such as the tariff, banking, and trusts, are selected for more extended discussion in the light of these principles.

Much of the class-room work takes the form of free, oral discussion. A fundamental aim is to aid students to think, with accuracy, insight, and sound judgment, for themselves.

ALDRICH

C D 2*. Problems of Labor and of Industrial Organization.

Three hours a week.

This course aims to promote understanding and sound judgment on questions of capital and labor. To this end it deals with: (a) The economic and social condition of workingmen. (b) Organized efforts to improve these conditions, such as workingmen's insurance, trade unions, profit sharing, and coöperation.

ALDRICH

C D 3. Neighborhood Life in an Industrial Center.**

Three hours a week.

This course aims to give a general view of life in an industrial neighborhood, and to help the student to gain a practical, accurate insight into some of its problems and limitations. It deals with the neighborhood home, neighborhood civic life, neighborhood industrial life, neighborhood social life, and with the forces and elements available for social progress.

Visits of inspection and observation will be organized, under the guidance of the instructor; and every possible opportunity will be given the student to study the problems at first hand. McMMAIN

EDUCATION

ASSISTANT PROFESSOR CROSS

ASSISTANT PROFESSOR FLETCHER

PROFESSOR BAER

Under the general title of Education are included courses in subjects more or less adapted to the needs of those intending to become teachers. Candidates for the B. A. degree may elect one course in Education: B 2. For proper grouping of electives in other courses of study, see p. 54.

B 2.* History of Education.

Three hours a week. Required.

This course surveys the educational ideals, theories, means and methods from pre-Christian education to the present time. Special attention is given to the philosophy of Plato and Aristotle as the foundation of later educational progress. The important educational movements are considered in their relation to their representative leaders, their causes and results.

CROSS

C D 3. Principles of Education.

Three hours a week. Psychology pre-requisite.

This course includes a study of the fundamental principles of education, viewed in the light of modern educational and psychological theory and practice. It considers the problems of heredity, the individual and society, the mode of individual development, formal discipline and kindred questions. It analyzes the educational aim in its relation to social progress, and considers the place of the social institutions in the realization of this aim.

CROSS

D 4. Elementary Education.

Two hours a week. Alternative requirement in lieu of Secondary Education in Senior year.

This course aims to give to those preparing for positions as elementary teachers, principals or supervisors, a theoretical and practical study of elementary education. It considers such questions as the child, the influence of environment on child life, the relation of the home and school, the principles underlying the elementary course of study, the question of method and the recitation, and the pedagogy of the school topics from the standpoint of experimental education.

Lectures, reports, assigned readings and discussions. CROSS

D 5. Secondary Education.

Two hours a week. Alternative requirement in lieu of Elementary Education in Senior year.

The course is intended for prospective high school teachers and principals. The threefold aim will be to study: (1) the characteristics of the adolescent boy or girl; (2) the curricula, methods and organizations of secondary schools of America, Germany, England and France, by means of a rapid survey; (3) the current educational literature, and the problems of secondary education. CROSS

C D 6. Comparative Study of School Systems.**

Three hours a week.

The examination of school systems and courses of study of Germany, France, England and the United States. A study also of the influence over secondary education by political, economic, social and religious conditions in these countries. This course aims to give to prospective high school teachers and principals such information as will aid them in the study of local conditions and the adjustment of courses of study to the varying environment. CROSS

C D 7. Historical and Social Interpretation of Modern Education.

Three hours a week. B. 2 pre-requisite.

A systematic study of the origin and development of the educational theories and practices of the present in their relation to the philosophical and institutional factors in the educational process. CROSS.

D 8.* Philosophy of Education.

Three hours a week.

A study of the conscious effort toward human development in its relation to the life process. DIXON

C D 9. Social Problems Educationally Considered.

Three hours a week.

An analytical study of the social processes and forces at work in society which may be assumed to be shaping the social life of the future. The course considers the problems of immigration, crime, poverty, pauperism, and the backward child, with reference to their causes, effects and methods of treatment.

CROSS

ENGLISH

PROFESSOR BUTLER

ASSOCIATE PROFESSOR STONE ASSISTANT PROFESSOR RICHARDSON

The courses in English are designed to afford the student training in (1) ability to express thought with clearness and precision; (2) in practical knowledge of English literature; (3) in more exact knowledge of the history of the language. In selecting courses, therefore, the student should consider the bearing of the work to be done upon the particular purpose she wishes to attain. Courses A 1 and B 3 are required of all candidates for the B. A. degree and are prerequisite to all other courses. In all classes an effort is made to encourage the student to enrich her mind by wide and varied reading. Literature, indeed, is not studied as a mere text-book furnishing a modicum of biography with more or less valuable criticism, but as a living subject, the student being allowed as far as possible to formulate a criticism of the works read in class or assigned for special written report.

A 1. English Composition and Language.

Three hours a week. Required.

The first aim of this course will be to train the student in the power of expression. Attention will therefore be directed to constant practice in the writing of simple English, with the purpose of enabling the student to express ideas with clearness and force. While the principles of formal rhetoric will be studied in a text-book, particular stress will be laid upon the practical application of these principles to the work of the student and to selected readings in English prose. Since a general knowledge of the formation and development of the language as well as of the literature is deemed essential to the most fruitful work, a brief sketch of English historical grammar will be given.

Weekly compositions, daily themes, conferences.

STONE, RICHARDSON

A 2. English Composition. American Literature.

Three hours a week. Required of all candidates for diploma in Art.

English composition will be taught as in course A1, and in place of the history of language the student will be given a course in American Literature sufficient for a general view of the subject; for this a simple text will be used.

RICHARDSON

B 3. English Literature.

Three hours a week. Required.

The object of this course will be to give the student a general view of the history and development of English literature. Though a textbook will be used, the actual instruction will be imparted largely by means of lectures and detailed study of selected masterpieces in prose and in poetry. Throughout the course considerable attention will be devoted to the writing of essays as a means of training the student to appreciate and to express appreciation of the literature studied.

BUTLER, STONE

B 4. English Literature.

Two hours a week. Open to candidates for diploma in Art.

Using a simpler text, and requiring proportionately less written work, the course will be conducted along the lines of course B 3.

BUTLER

C D 5. Elizabethan Drama.

Three hours a week.

An outline of the origin of the English drama will be succeeded by careful study of Shakespeare's life and work, with the reading of selected plays of the Elizabethan period, including Shakespeare's; essays and parallel reading. The student will need a text, and a complete edition of Shakespeare, preferably an edition in one volume, such as the *Globe*.

BUTLER, STONE

D 6. English Poetry in the Nineteenth Century.

Three hours a week.

The course will involve a study of the life and influence of the greater poets of the century, from Scott to Swinburne. A complete work of each poet, or a sufficient body of shorter poems, will be read; and the student will be trained by means of discussion and original work to formulate critical judgments.

BUTLER

D 7. The English Novel.

Three hours a week.

The development of the novel, from the Elizabethan period, will be traced historically. An outline of the facts will be studied in a text-

book, but the greater part of the time will be devoted to careful study of actual specimens of prose fiction selected to represent the taste of a particular period or the characteristics of a particular type. The influence of the essay and of the character study will be indicated. But the purpose of the course will be rather to assure the student of a sound knowledge of the well established facts and principles than to attempt original investigation.

BUTLER

Omitted in 1914.

C D 8.* Advanced Composition.

Three hours a week.

The object of this course is to offer further study in composition to students who have shown some aptitude for literary work. Critical examinations will be made of typical specimens of narration, exposition and argumentation. Frequent long and short themes will be required, and will be criticised in class and at conferences with the instructor.

RICHARDSON

C D 9. Chaucer.**

Three hours a week.

In this course the student will be given a careful drill in the facts of Chaucer's life, in his language and metre. Ample selections from the *Canterbury Tales* will be read, and will be studied as literature.

BUTLER, STONE

C D 10.* Development of the Essay.

Three hours a week.

The rise of the essay and its development as a distinct type will be traced by means of lectures and critical study of selected representative essays. There will be included studies of typical essays of Bacon, Cowley, Dryden, Swift, Addison, Steele, Johnson, Hunt, Lamb, Hazlitt, De Quincey, Carlyle, Macaulay, Newman, Thackeray and Arnold.

STONE

C D 11.* American Literature.

Three hours a week.

It is the purpose of this course to present American literature as represented in the work of such men as Irving, Bryant, Poe, Emerson, Hawthorne, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier. The influence of local and national history, where it affects the work of these men, will be discussed. Lectures and collateral reading, with a text-book, and Page's *Chief American Poets*.

Omitted in 1914.

STONE

C D 12. The Short Story.**

Three hours a week.

Short stories will be studied with the idea of fostering literary appreciation as well as knowledge of the historical development and the technique of this form of composition. The course will concern itself, for the most part, with English and American authors, but those of other countries will be referred to as types. Frequent reports will be required on special topics. A text-book will be used as a foundation for this course.

RICHARDSON

C D 13. English Prose in the 18th Century.**

Three hours a week.

The main purpose of this course is to show the development of English prose from Milton to Burke. The work will include a careful study of such political and intellectual conditions as are reflected in the writings of the most important critics, pamphleteers, biographers, essayists, and novelists of the period. Much reading will be expected and reports required on special topics.

RICHARDSON

Omitted in 1914.

C D 14*. Old English.

Three hours a week.

This course will provide a careful drill in the grammar and phonology of the language, with practice in reading, including at least a portion of the *Beowulf*, with lectures on the literature and language of the Old English period. This course is prerequisite to course 15.

STONE

C D 15. Middle English.**

Three hours a week. Open to students who have elected Course 14.

The history of English literature in the period from the *Poema Morale* to *Piers Plowman* will be studied, with reading of ample selections from the literature. Selections will be made with a view to giving an idea of the range of subjects covered by the literature of the period, and to indicating the development of the language and important divergences in dialect.

BUTLER

S 16. Conference Course on Debate.

One hour a week. Open to Sophomores, Juniors, and Seniors.

As an aid to those students interested in the art of debate, there is proposed a course, conducted by means of lectures and conferences, dealing with the preparation and delivery of formal arguments. Students will have ample practice in the preparation of briefs and of formal debates. The work will be purely voluntary on the part of the students, since the course is not expected to count towards a

degree, but to help those interested in the subject. Given only upon request of a number of students sufficient to insure interest in the work.

BUTLER, RICHARDSON

N. B.—Announcements of the courses open to graduate students in English are made in the bulletin of the Graduate Department.

GEOLOGY

INSTRUCTOR A. E. SPENCER

C D 1. General Geology.

Three hours a week.

An introductory course treating of the leading facts and principles of the science.

Some of the topics discussed are: general features of the earth; igneous, sedimentary and metamorphic rocks; erosion; under ground water; glaciers, oceans and lakes; vulcanism; origin of the earth; the five great eras of geologic history.

Text-book: Chamberlin and Salisbury's *College Geology*.

Illustrations by lantern slides and specimens.

Some time will be devoted to the interpretation of topographic and geologic maps, and to the study of the principal rocks and of the important rock forming minerals.

GERMAN

PROFESSOR WESPY

INSTRUCTOR FROTSCHER

The aim of the courses in German is, primarily, to give to the student thorough training in the forms and syntax of the language. With this as a foundation, the courses will then endeavor to give an introduction to German literature and teach the student to appreciate German literature as literature. Opportunity to acquire a certain facility in conversation will be given in the higher classes.

A 1. Elementary Course.

Three hours a week throughout year. For students who enter Freshman class without previous instruction in German.

Joynes-Wesselhoeft, *German Lesson Grammar*, Lessons 1-30; pronunciation; numerous written exercises; reading of easy modern prose and one easier comedy of grade of Benedix' *Der Sonntagsjäger* or Fulda's *Unter Vier Augen*.

Collateral reading of one book will be required and tested during the second term of the session.

FROTSCHER

A 2. German Syntax.

Three hours a week. Elective as a major in Freshman year.

Joynes-Wesselhoeft, *German Lesson Grammar*, beginning with Lesson 31. Abundant written exercises in illustration of grammar; a weekly written exercise in the composition of connected prose; reading of more difficult modern narrative prose as found in Dahn, *Ein Kampf um Rom*; Hauff, *Lichtenstein*; Sudermann, *Frau Sorge*, or one modern drama of the character of Grillparzer's *Sappho*, Hebbel's *Herodes und Mariamne*, or Wildenbruch's *Harold*. FROTSCHER

B 3. Elementary Course, Completed. Syntax.

Three hours a week. Elective. Open to students who have completed Course A 1.

Joynes-Wesselhoeft, *German Lesson Grammar*, beginning with lesson 31; numerous written exercises; reading of several easier prose works by modern authors of the character of Storm's *In St. Jürgen* and Saar's *Die Steinklopfer*; one easier comedy like Moser's *Der Bibliothekar* or Fulda's *Der Dummkopf*; selected poems.

Collateral reading of two books required and tested during the session. FROTSCHER

B 4. Scientific and Historical Reading.

Three hours a week. Elective. Open to students who have completed course A 1.

Joynes-Wesselhoeft, *German Lesson Grammar*, Lessons 31-40; perusal of selections from works of leading German scientists and historians.

The object of this course is to enable students to make use of the writings of German scientists and historians in connection with their work in the sciences. FROTSCHER

Students who desire, after completing this course, to continue German in the higher classes, must pass examination in German Syntax: Joynes-Wesselhoeft, *German Lesson Grammar*, lessons 41-54.

FROTSCHER

B C 5.* The Classic Drama. I.

Three hours a week. Elective as a major in Sophomore year or as a minor in Junior year.

Rapid translation and intensive study of one or more of the easier classic dramas, such as Schiller's *Wilhelm Tell*, *Jungfrau von Orleans*, or *Maria Stuart* and Lessing's *Emilia Galotti*; a series of lectures in interpretation; discussion.

BC 6. History of German Literature from 1800-1850.**

Three hours a week. Elective as a major in Sophomore year or as a minor in Junior year.

Treatment of the romanticists, the poets of the wars of liberation, the Suabian circle of poets, the Young Germans, and the writers of political lyrics. The aim is to introduce the student to the chief movements of German literary life during the period; light is thrown upon the social and political sources from which these movements sprang; special stress laid upon the study of representative lyric productions. Selected readings in class; interpretation; lectures; collateral reading, and reports.

WESPY

CD 7.* The Classic Drama. II.

Three hours a week. Elective as a major in Junior year or as a minor in Senior year.

Critical perusal and study from the linguistic and literary standpoint of such works as Schiller's *Wallensteins Lager* and *Die Piccolomini*, Goethe's *Goetz von Berlichingen*, *Egmont*, and *Iphigenie auf Tauris*, and Lessing's *Minna von Barnhelm*. A series of lectures in interpretation.

CD 8. Shorter Poetic Works of Classics; Collected Poems of Modern Authors.**

Three hours a week. Elective as a major in Junior year or as a minor in Senior year.

Critical perusal and lectures in interpretation of such works as Goethe's *lyric poems*; *Hermann and Dorothea*; *Reinêcke Fuchs*; Schiller's *Ballads* and *Lied von der Glocke*; Heine's *poems*.

WESPY

CD 9. History of Modern German Literature from About 1850 to the Present.

Three hours a week throughout the year. Elective as a major in Junior year or as a minor in Senior year.

The methods and aims of this course are the same as in Course 6. Study of the realists, the neo-romanticists, naturalists, symbolists, and the popular song of the nineteenth century. Special attention given to such representative authors of the period as Hebbel, Keller, Schefel, C. F. Meyer, Geibel, Wildenbruch, Sudermann, Hauptmann.

WESPY

CD 10. Conversation.

Open as an extra to all Juniors and Seniors who have completed course BC 5-6.

This course is not an equivalent of any of the regular courses offered.

The aim is to enable the student to acquire a fair facility in everyday conversation. All the work will be conducted in German and, partly, with the aid of a suitable text-book. WESPY

D 11. Goethe, Faust, Part I.

Critical perusal; a series of lectures in interpretation; frequent written quizzes tending to show that students have thoroughly understood the subject treated. WESPY

GREEK

PROFESSOR TEW

Provision is made for those who have had no Greek before coming to college.

A C 1. Elementary Greek.

Four hours a week. Elective as a minor.

Greek Grammar. Xenophon: *Anabasis*, one book. Greek Prose Composition.

A 2. Elementary Greek, (Continued).

Three hours a week. Open to students who have completed course 1.

Xenophon: *Anabasis*, continued. Homer: *Iliad*, three books. Greek Prose Composition.

A 3. Homer, Lysias, Plato.

Four hours a week. Elective as a major.

Rapid reading of selected books of the Odyssey. Lysias, *Against Eratosthenes*, with prose composition based upon Lysias. Plato: *Apology*, *Crito*, and the narrative portions of the *Phaedo*.

B 4. Euripides, Demosthenes, Sophocles.

Three hours a week. Elective as a major.

Euripides: *Medea*, with study of the Greek theater and the history of the Greek drama. Demosthenes: *Philippics*, with study of history of the time. Sophocles, *Antigone*.

C 5. Thucydides. Sophocles. Aeschylus.

Three hours a week. Elective as a major.

Thucydides: *Sicilian Expedition*. Sophocles: *Oedipus Tyrannus*. Study of metres of the plays. Aeschylus: *Prometheus*.

D 6. Aeschylus. Aristophanes. Pindar.

Three hours a week. Elective as a major.

Aeschylus: *Agamemnon*. Aristophanes: *Frogs*. Selected odes of Pindar.

N. B.—Announcements of the courses open to graduate students in Greek are made in the bulletin of the Faculty of Graduate Studies.

CD 7. Greek Literature in English Translations.

Three hours a week. Elective. No knowledge of Greek is required.

The aim of this course will be to make the student acquainted with the masterpieces of Greek literature. A manual of the history of Greek literature will serve as a foundation, but the chief stress will be laid upon the literary study of representative works, especially of Homer, the dramatists and Plato.

HISTORY AND POLITICAL SCIENCE

PROFESSOR MASON

PROFESSOR TEW

A 1.* Ancient History. Greece.

Three hours a week. Elective.

A survey of the social, intellectual, and political life of the Grecian world, with special attention to the contributions of the Greeks to civilization.

Texts: Bury: *History of Greece*. (ed. Kimball.) Davis: *Readings in Ancient History*.
TEW

A 2. Ancient History. Rome to the Fall of the Republic.**

Three hours a week. Elective.

A survey of the expansion of Roman dominion and control to the death of Augustus with emphasis on attendant constitutional, social, and cultural changes.

Texts: Pelham, *Outlines of Roman History*; Munro, *Source Book of Roman History*.
TEW

B 3.* Mediaeval History. The Dissolution and Reconstruction of the Roman Empire.

Three hours a week. Required.

A survey of European History during the first twelve centuries of the Christian era. It considers the bequest of the Imperial period; the dismemberment of the Roman Empire; the formation of the Barbarian Kingdoms; social and cultural reconstruction from the sixth to the twelfth century; characteristics of the Mediaeval System.

MASON

B 4. Mediaeval History. The Renaissance and the Protestant Revolt.**

Three hours a week. Required.

A survey of European History from the twelfth to the seventeenth century. It considers the subversion of the Mediaeval System in its political, social, religious, and cultural aspects; the Lutheran Revolt;

the Protestant movement outside Germany; the organization of Protestantism and Catholicism for militant purposes and the Wars of Religion.

MASON

C 5.* The Old Regime in Europe.

Three hours a week. Elective.

A comparative study of social, political and intellectual conditions principally during the eighteenth century in order to discover the sources of popular discontent. The course aims to explain: (1) How autocracy developed in Europe upon the ruins of the wars of religion. (2) How this development was conditioned by the decline of nascent popular institutions, and the rise of highly centralised administrative bureaucracies. (3) How as a result of this movement, justifiable mediaeval political and social exemptions were converted into abominable modern privileges. (4) How this in turn precipitated a propaganda subversive of the very foundations of society and which resulted in tentative projects of conservative reform. (5) How, meanwhile, international policy was shaped and diplomacy directed to the end of serving the interests of rival dynasties, and of securing such territorial adjustments as would best guarantee a "balance of power." (6) How such rivalry operated as a stimulus to commercial and colonial expansion with significant results for Europe, Asia and America.

MASON

C 6. The French Revolution and Napoleon.**

Three hours a week. Elective.

A continuation of preceding course. The circumstances which precipitated popular intervention in the work of reform in France are examined with a view to determining the temper and view-point of the deputies to the States-General of 1789. The process by which the States-General became the first National Assembly in Continental Europe is traced, and the constructive achievements of this body are examined in detail. The rise of Republicanism in France is next discussed with special reference to the circumstances attending the abolition of Monarchy, the origin and intent of the revolutionary wars, the triumph of the radicals and the reign of Terror. The advent of the Directory and the rise of Napoleon to power is outlined and his career as a constructive statesman both in the reorganization of France and the diffusion of the revolution throughout Europe studied. The course closes with an estimate of the influence exerted by the revolutionary movement upon contemporary European conditions and thought.

MASON

D 7.* The Democratic Movement in the Nineteenth Century.

Three hours a week. Elective.

A study of the development of English parliamentarism and French revolutionary democracy in Continental Europe since 1815 with special reference to the conflict of liberal and reactionary ideas; the attempts of subject races to achieve unification and political independence; the demand for constitutional government, and the progressive extension of the franchise; the revolution in industrial processes, and resulting political and social adjustments.

MASON

D 8. The Expansion of Europe in the Nineteenth Century.**

Three hours a week. Elective.

This course aims to furnish the historical background necessary to an understanding of present day questions of international politics. It outlines the expansion of European influence and control in Asia, Africa and Latin-America, and, in the light of this history, discusses the following topics: Pan-Germanism and Pan-Slavism in their international significance; the emancipation of the Balkan peninsula and the problem of Constantinople; the advent of Japan as a world power; the international importance of China's awakening; nationalism in India and Persia; Russian expansion in Central Asia and problems of the Middle East; European diplomacy and the Partition of Africa; the United States and Latin-America; American imperialism and the mastery of the Pacific. The course concludes with an examination of the spirit and foundations of modern national imperialism and the Peace Movement of today.

MASON

C D 9.* Modern English History.

Three hours a week. Elective.

This course surveys the social and institutional development of England from the advent of the Long Parliament to the present time. The topics considered are: the Conquest of Autocracy by the Puritan Democrats, the Revival of Absolutism, and the Revolution of 1688: the Constitutional and Social Anomalies of the Old Regime: the Industrial Revolution, and the beginning of Political Radicalism; the Conservative Reaction of the years 1793-1820; the Antecedents of Parliamentary Reform; the Chartist Movement; the Progressive Extension of the Franchise; Repressive and Reform Legislation, and the Social movements of more recent times.

MASON

C D 10. The British Empire; its Growth and Administration.**

Three hours a week. Elective.

A survey of British Imperial Development with special reference to the origin and progress of the American Revolution and the subsequent development of British America. It traces the expansion of English influence and control in America, Asia, Australasia and Africa; examines the growth and principles of British Colonial Administration, and closes with a discussion of current political problems of Greater Britain.

MASON

C D 11.* Parties and Elections in the United States.

Three hours a week. Elective.

A study of the origin and growth of political parties in the United States; party organization, and party machinery in actual operation, political campaigns and electoral procedure; the use and abuse of party; the legal control of parties; problems of party politics.

Texts: Woodburn, *Political Parties and Party Problems*; Ostrogorski, *Democracy and the Party System*; Jones, *Readings on Parties and Elections*.

MASON

C D 12. Government in the United States.**

Three hours a week. Elective.

A study of the structure and working of Government in nation, state, urban, and rural communities; the legal framework of these governments and their relation to one another.

Texts: Beard, *American Government*; Woodburn, *The American Republic*; Reinsch, *Readings on American Government*. MASON

C D 13.* The Expansion of the American Republic.

Three hours a week. Elective.

A survey of political and social development in the United States since 1783 with emphasis on the westward moving frontier as the most patent and constant factor in American history, and the influence of economic factors on sectional rivalries and political theories.

Not given in 1914-15.

S 14. Historical Method and the Teaching of History.

One hour a week.

A course preparatory to the teaching of history and to historical research. It will discuss what history is, what it is for, what are its materials, and its methods, what its relations to neighbor studies, how to read history, how to study it, how to teach it, how to write it.

The class will be co-operative, and will be open only to those ripe for its work and willing to take an active part. MASON

N. B.—Announcements of the courses open to graduate students in History are made in the bulletin of the Graduate Department.

HYGIENE AND PHYSICAL EDUCATION

PROFESSOR BAER

INSTRUCTOR BEHRE

The aim of the work in Hygiene, with which the courses in Physical Education are combined, is to promote the general health and efficiency of the student, both during her college work and throughout her subsequent career. Hygiene and Physical Education form part of all courses and count toward the degrees conferred. Two hours each week are required of all students during the four years of the college.

The work is given from the standpoint of general science and of biology, rather than from the medical point of view, and aims to give the student sound drill in modern scientific notions regarding the preservation of personal and public health and vitality.

In the Gymnastic classes the Swedish System forms the basis of the work, which includes lectures on physical education, hygiene and voice culture, in addition to the practical and recreative work of the gymnasium. Examinations are held in all courses in theory. Individual attention is given whenever necessary, as each student receives a thorough physical examination on entering. These examinations are repeated twice each year.

Regular students are admitted to the gymnastic classes without extra charge and also special students who take more than two college studies. Other specials will be charged as for a regular college subject.

For the proper development of the practical work of the Department, the college provides a well equipped gymnasium with a variety of apparatus. There is sufficient floor space for *Newcomb*, basket ball and other games. It is also supplied with shower baths.

The Department has a measuring room furnished with modern apparatus and with the necessary facilities for the recitation of the classes in theory. The college campus is arranged for basket ball, *Newcomb*, tennis and general recreation.

GENERAL HYGIENE

A lecture and demonstration course in Public and Personal Hygiene from the standpoint of General Biology.

This expanded course will be given during the autumn and spring terms of the entire four years college work of the student, and accompanies the usual lectures on Physical Education in conjunction with the regular four years' work of the gymnasium outlined below.

During the winter months gymnastic practices, including games, are required twice a week throughout the course.

A 1.* Theory of Physical Education.

General theories, the hygiene of correct position and exercises, description and accounts of gymnasia and courses in other leading colleges for women, the relationship between symmetry of body and personal health, and between health and mental achievement. Common postural deformities, dress, general exercise and recreation are among the special topics discussed.

No textbook is used, the subjects being developed by means of notes, manikin, diagrams, recitations and class discussion.

A 2. Voice Hygiene and Culture and Expression.**

A brief description of the structure and function of the vocal and respiratory organs, a discussion of some of the causes of voice deterioration, the relation between the proper use of the voice and general health and the advantages of correct breathing and correct vocalization. Phonics and Bell's visible speech.

Textbook: Fulton and Trueblood's *Public Speaking*.

B 3.* Voice Culture and Expression.

Continued.

B 4. The Nervous System.**

Structure and Development of the Cerebro Spinal and sympathetic System.

C 5.* The Special Senses.

With special reference to Educational Hygiene.

C 6. The Neuro Muscular System.**

With special reference to Physical Education, and the effects of strain overwork and worry.

D 7. Physical Training for Women.

With discussions of the students' physical relations to life and its responsibilities.

A 8.* Educational Hygiene.

Three hours a week. Required in courses leading to B. A. in Education.

A course consisting of lectures, demonstrations and experiments presenting the facts and principles of hygiene.

Among the phases of the subject studied will be: hygiene of the child; detection and prevention of disease; practical problems of building, heating, etc.; and methods of teaching hygiene.

TRAINING COURSE FOR TEACHERS

This course is designed to meet the needs of those preparing to teach gymnastics. See course of study, p. 58.

A 9. Theory of Physical Education.

Three hours a week.

This course includes a study of the underlying principles of gymnastics; the relation of bodily structure to special progression in exercise; methods; and practice in the nomenclature to be used.

Text-books: Posse's "Special Kinesiology of Educational Gymnastics;" notes and diagrams from Sabotta-McMurrich.

A 10. History and Development of Physical Education.

Notes and lectures. One hour a week.

B 11. The Physiology of Exercise.

Three hours a week.

General physiology in relation to exercise; also a brief course in corrective gymnastics.

Text-books: Posse's and Bowen's Notes; diagrams, manikin.

B C 12. Expression.

Two hours a week.

A course in Bell's Visible Speech; the elements of vocal expression, with classification of selected readings.

Text-book: Fulton and Trueblood—"Public Speaking," Notes from Bell.

C 13 and D 14. Medical Gymnastics.

Three hours a week.

A two-year course covering a study of the therapeutic aspect of exercise, with treatment and practice in special cases.

Text-book: Posse's "Medical Gymnastics;" Notes from Ling, Douglas Graham, Roth, Taylor, Kellog, Nissen, Ostrom.

D 15. Problems in Physical Education.

Two hours a week.

In addition to special reading and research work, a course in anthropometry and physical diagnosis will be given, as related to both hygienic and therapeutic gymnastics.

Text-book: Seaver's "Anthropometry and Physical Examination;"
Notes from Cabot and Federsen.

D 16. Anthropometry.

Two hours a week.

Practice in taking and tabulating physical histories and examinations.

LATIN

PROFESSOR HARKNESS

The work in Latin is conducted with two ends principally in view; (1) an accurate understanding of the Latin language for its own value and as one of the most important factors in the structure of modern language, and (2) an acquaintance with Roman literature and Roman civilization.

In accordance with this plan the work of courses 1 and 2 includes careful drill upon grammatical forms and constructions, the purpose being to secure ease and accuracy in translating Latin, without which an appreciation of its literary features is impossible. With courses 3 and 4 a beginning is made of the study of Latin literature for itself and its revelation of the life and character of the Roman people, the last half of the senior year (course 10) being devoted to a survey of Roman literature from its beginning to its decay as a national literature. During the entire course, however, careful grammatical and linguistic study is insisted upon, as it is believed that this should never be lost sight of even when a larger porportion of attention is given to literary and historical work.

A 1. Latin Prose Composition. Sallust.

Three hours a week. Open to students who have met entrance requirements in minor Latin. Prose Composition. Sallust: *Jugurtha*.

A 2. Latin Prose Composition. Livy.

Three hours a week. Open to students who have met entrance requirements in major Latin. Prose Composition. Livy: *Book XXI*.

B 3. Ovid: Livy.

Three hours a week. Minor elective. Open to students who have completed course 1. Ovid: Selections from *Metamorphoses*. Livy: *Book I*, and Selections from *Books II-X*.

BC 4. Horace: Pliny: Private Life of the Romans.

Three hours a week. Major in Sophomore year. Elective as a minor in Junior year. Horace: Selections from *Odes*, *Epodes*, *Satires*

and *Epistles*. Pliny: Selected Letters. The private life of the Romans.

In the first term selected Odes and Epodes are read, with a careful study of the metres of Horace. In the second term one hour a week is given to discussion of the private life of the Romans, with special attention to passages bearing on this subject in the Satires and Epistles of Horace and the Letters of Pliny which are read.

C 5.* Vergil.

Three hours a week. Selections from the *Aeneid*.

C 6. Vergil.**

Three hours a week. Selections from the *Bucolics* and *Georgics*.

Courses 5 and 6 are elective as minor. Vergil's sources, models, influence, and art are studied in connection with the selections read.

C D 7.* Tacitus. Cicero.

Three hours a week. Elective as a major in Junior and as a minor in Senior year.

Tacitus: *Germania* and *Agricola*. Cicero: *De Senectute*, with Prose Composition based on the text.

Qualities of Tacitus as a historian are studied, and his viewpoint and that of his literary contemporaries are compared.

The *De Senectute* is read outside of class as a basis for recitations in Prose Composition.

C D 8. Comedy: Plautus and Terence.**

Three hours a week. Elective as a major in Junior and as a minor in Senior year.

One play each of Plautus and Terence is read. Study of the origin and development of Latin comedy.

D 9.* Seneca: Juvenal:

Three hours a week. Elective as a major.

Seneca: Selections from Essays. Juvenal: Selected Satires.

Study of aspects of Roman life as presented by Seneca and Juvenal.

D 10. Latin Literature.**

Three hours a week. Elective as a major.

A general survey is made of the history of Latin Literature, with the reading of selections from the more important authors of each period.

LIBRARY INSTRUCTION

LIBRARIAN HARVEY

ASSISTANT LIBRARIAN DUCROS

A 1.* Library Work.

Required of regular Freshmen.

The course is designed to enable students to use the Library intelligently. It includes the history of books and bookmaking, the parts and binding of modern books, the use of the catalogue and of periodical indexes, the plan of a number of standard reference books, the outline of classification, and the making of bibliographies.

BC 2.** The course, elective by candidates for B. A. in Education, is designed to train teachers to select, purchase and manage a school library. In many rural districts the school is the social center and offers the one reading-room of the neighborhood. If the library is intelligently handled it can be used as a distributing agency for good literature and become an educational force in the community.

MATHEMATICS

PROFESSOR SPENCER

A 1.* Plane Trigonometry.

Three hours a week. Required.

The subjects treated are: angular analysis, including trigonometric equations and inverse functions, solution of triangles and use of tables.

A 2. Higher Algebra.**

Three hours a week. Required.

The subjects included are: graphic representation of functions; factor, identity and remainder theorem; a review of ratio, proportion and progressions; inequalities; permutations and combinations; binomial theorem; convergency of series.

AB 3.* The Teaching of Elementary School Mathematics.

Three hours a week.

The subject-matter of this course will be arithmetic, algebra, geometry, trigonometry and elementary number theory. The treatment, a critical review of fundamental notions, a study of methods of presenting and correlating the subjects, and an introduction to elementary trigonometry and number theory. The history of some famous problems as well as that of the development of mathematics will be emphasized. For students in Education, preparing to teach in the grades.

B C D 4.* Plane Analytic Geometry.

Three hours a week.

A brief course giving definitions, equations, and simplest properties of the straight line and conic sections.

B C D 5. Differential and Integral Calculus.**

Three hours a week.

Differentiation of standard elementary forms; simple application of the derivative; maxima and minima; points of inflection; integration of standard elementary forms with simple applications.

C D 6.* Second Course in Analytic Geometry.

Three hours a week. Prerequisite, courses 3 and 4.

The principal theorems of modern analytic Euclidean geometry of conics.

C D 7. Second Course in Differential and Integral Calculus.**

Three hours a week. Prerequisite, course 5.

Extension of course in differential and integral calculus to include curvature, indeterminate forms, expansion of functions; curve tracing; methods of reduction of integrals; definite integrals; areas, volumes, length of curves and mechanical problems.

C D 8. Theory of Equations with Determinants.

Three hours a week. Prerequisite, courses 4 and 5.

The work is based on Burnside and Panton's *Theory of Equations*.

C D 9. Projective Geometry.

Three hours a week. Prerequisites, courses 4 and 5.

A course in synthetic projective geometry with a brief introduction to analytic methods.

C D 8 and C D 9 will be given in alternate years.

MUSIC

PROFESSOR MAXWELL

INSTRUCTOR GOLDSTEIN

PROFESSOR FERRATA

INSTRUCTOR KNOTT

The theoretical and historical courses of the School of Music may be chosen as electives by college students, and will count towards the Bachelor of Arts degree. Courses B S 7 and A S 8 which require no previous musical knowledge are especially recommended to the general student who recognizes the value of intelligent appreciation of music in a liberal education. The other courses are technical, but may well be chosen by college students who are interested in music. For courses offered for this election see pages 108-116.

Practical courses in music (piano, voice, violin, etc.), will be open to students on payment of a special fee (see page 45) but will not count towards the degree.

PHILOSOPHY

PRESIDENT DIXON

D 1. The Problems of Philosophy.

The object of this course is to present the problems dealt with in philosophy, together with an analysis of the more important solutions offered.

Two lectures and one discussion each week throughout the year.

PHYSICS AND ASTRONOMY

PROFESSOR LYON

INSTRUCTOR REAMES

A B 1. General Physics.

Lectures, three hours; laboratory, two periods (two hours each), a week. Required, if not offered for entrance.

Mechanics, Sound, Heat, Light, Electricity, and Magnetism. Lectures, recitations, and laboratory practice.

Carhart, *College Physics*.

C D 2. Sound and Light.

Lecture, one hour; laboratory, two periods (two hours each), a week.

Lectures and recitations, accompanied by a selected series of laboratory exercises, adapted to the course.

Carhart, *University Physics*, Part I; Ames, *Theory of Physics*. Various laboratory manuals used for reference.

D 3. Advanced Physics.

Three hours a week.

1914-1915. Theory of Heat, and General Problems in Physics. Lectures, recitations, and library reading.

Maxwell, *Theory of Heat*; or Edser, *Heat for Advanced Students*. Problems to be selected from various sources.

C D 4. Meteorology.

Three hours a week.

Lectures and recitations. Laboratory work of the nature of daily meteorological record keeping will be required. Interpretation of the daily weather map, and careful study of the work of the U. S. Govern-

ment Weather Bureau, in collecting and preparing data needed in forecasting.

Milham, *Meteorology*.

C D 5. General Astronomy.

Three hours a week.

Lectures and recitations. Constellation study required. A small equatorial is available for the use of the class.

Young, *Manual of Astronomy*; Willson, *Laboratory Astronomy*.

PSYCHOLOGY

ASSISTANT PROFESSOR FLETCHER

INSTRUCTOR ABBOTT

A 1. Introductory Psychology.**

Three hours a week. Required of students taking the course leading to the degree of B. A. in Education.

This is intended to serve as a beginning course in psychology, and is designed to meet the needs of those students who may be interested in the subject from the scientific and cultural viewpoint as well as those to whom it may be of benefit professionally. The course begins with a brief study of the structure and function of the nervous system as a basis for the study of sensation. Succeeding this is the study of the more complex processes of perception, memory and imagination, reasoning, instinct, feeling, emotions, action and will. The work will consist of recitations, discussions, lectures and class demonstrations.

FLETCHER, ABBOTT

B C D 2.* Introductory Psychology.

This course is practically the same as A 1.

FLETCHER, ABBOTT

B C D 3. Genetic Psychology.**

Three hours a week.

A treatment of the origin and development of mind in the race and in the individual. Chief emphasis in this course will be laid on the various phases in the development of the child mind and the modern methods of the study of child psychology. Prerequisite B C 2.

FLETCHER

B C D 4. Comparative Psychology.**

Three hours a week.

A study of the facts so far discovered which afford a basis of comparison between the human consciousness and that of the lower animals. Some laboratory work will be planned in the latter part of the course. Prerequisite B C 2.

ABBOTT

C D 5. Psychology of the Learning Process.

Four hours of laboratory and one lecture hour a week.

The laboratory work will consist of experiments bearing on the factors involved in the learning process. The first semester will be devoted to types of motor learning; the second semester to ideational learning. Attention will be given to the practical application of the educational principles demonstrated. Introductory psychology required.

ABBOTT

C D 6. Experimental Psychology.

Four hours of laboratory and one lecture hour a week.

A course designed to introduce those who have had an elementary course in general psychology to the modern methods of experimentation in that subject and to afford some training in the manipulation of psychological apparatus. The first semester is devoted to the sensations. The second semester's work includes the affective qualities, attention, action, visual, auditory, and tactual perception, and finally ideational types and association.

FLETCHER, ABBOTT

D G 7. Theoretical Psychology.

Three hours a week.

A critical study of an advanced text, with discussions and reports on some of the larger problems of general psychology. In addition to the study of the text use will be made in the class of the more important contributions appearing in the current psychological literature. For advanced students.

FLETCHER

D G 8. Clinical Psychology.

Three hours a week.

During the first semester study will be made of the variant types of mental development such as the feeble-minded, the idiot-savant, and the genius, along with modern methods in the mental diagnosis of these conditions. The psychology of mental measurements will be stressed. The second semester will be devoted to the study of other variations from the normal in the form of illusions, dreams, hallucinations, hypnotic suggestion, disassociation of personality; and finally some attention will be paid to the psychological theories of Freud in reference to hysteria. Introductory psychology presupposed.

FLETCHER

D 9. Aesthetics.

One hour a week. Required of candidates for a Diploma in Art. A treatment of the psychological principles underlying the aesthetic feelings, with an analysis of the nature of the beautiful; also a study

of the impulses, both racial and individual, toward artistic creation in architecture, the plastic arts and literature.

FLETCHER

For announcements of other offerings in psychology see extension and graduate bulletins.

THE F. WALTER CALLENDAR LABORATORY OF PSYCHOLOGY AND EDUCATION.

Through the munificence of the late Mr. F. Walter Callendar Newcomb College has been enabled to begin the organization and equipment of a laboratory for use in experimental work in psychology and education. By action of the Board of Trustees of Tulane University October 23, 1912, the sum left by Mr. Callendar was set aside on the following terms, namely: "Resolved, That the special fund of about \$65,000 left by F. Walter Callendar for the use of the Newcomb College shall be set aside for the development of a Laboratory of Psychology and Education and of the Educational courses in connection therewith.

"This Laboratory shall be known as the F. Walter Callendar Laboratory of Psychology and Education and so placed as to be accessible to men students and such students in advanced classes and in professional courses shall have access to these classes by paying the customary fees

"It is understood that any special use of this fund for building or other purposes than maintenance shall be subject to the special action of the Board."

In addition to other appropriations by means of which a considerable start has been made toward the organization of a laboratory for use in demonstrations to introductory classes, as well as for use in the undergraduate and graduate courses in experimental psychology, the Laboratory has been authorized to use a certain portion of its income for equipments in the form of apparatus and a department library. It is the plan of the Department to put emphasis on securing as good a working library as is possible in the way of standard books for reference and other purposes, and the most important English, French and German psychological journals. There will be in the reading room of the library for use by the students of psychology complete files of the American Journal of Psychology, the British Journal of Psychology, the Journal of Educational Psychology, the Journal of Animal Behavior, the Psychological Clinic, and L'Année Psychologique. In the library of Tulane University there are files of the Psycho-

logical Review, the Psychological Bulletin, the Psychological Index, and Mind. In addition to the complete files of the above Journals the Laboratory subscribes for the Journal of Philosophy, Psychology and Scientific Method, The Journal of Comparative Neurology and Psychology, the Pedagogical Seminary, the Educational Review, the Journal of Abnormal Psychology, Zeitschrift fur Psychologie, Archiv fur die gesamte Psychologie, Psychologische Studien.

A large room in a separate building has been set aside as the lecture room for the Department of Psychology. This room contains, besides the instrument cases in which are kept the smaller piece of psychological apparatus, tables specially made for use in class experimentation. There are also four adjacent smaller rooms for office use, for the library, and for special experiments in advanced work.

The Laboratory equipment consists at present of the more important pieces of apparatus necessary for the prosecution of the undergraduate courses in qualitative experiments. This equipment is being constantly added to and will be made as complete as possible before the attempt will be made to stress the more advanced quantitative and research work. The Laboratory has a good supply of tools for making general repairs and the simpler pieces of apparatus in wood, and also has a share in the services of the mechanician of Tulane University in the case of the need for more complicated pieces.

THE PSYCHOLOGICAL CLINIC.

In addition to the Laboratory for general psychological studies, and as part of its field of work the Callendar Laboratory maintains a Psychological Clinic. The work of the Clinic is two-fold. In the first place it receives by appointment for examination cases of mental deficiency and other forms of mental and moral deviation which fall within the scope of psychological study. These cases are carefully studied at the Laboratory and on request a diagnosis is submitted to the parent or other person duly authorized. In addition to the mental diagnosis received at the Laboratory the Clinic has had the privilege of referring all its cases for physical examination to the Medical Staff for physical examination according to the need of each individual case. The second aspect of the clinical work consists of the instruction offered in clinical and differential psychology by means of which teachers, social workers and others who are interested in this field may receive training.

The Clinic is equipped with apparatus for use in mental and physical testing and for anthropometric measurements. With this equipment

and the numerous cases of various exceptional types from the City of New Orleans and from the State, opportunities are good here for study in this line.

ROMANCE LANGUAGES

PROFESSOR BÉZIAT

INSTRUCTOR FERNANDEZ

INSTRUCTOR CORNWELL

FRENCH

A 1. Elementary Course.

Three hours a week. For students who have no previous knowledge of French.

The object of this course is to give students as large a vocabulary as possible, train the ear and memory, enable them to understand explanations given in French, and to ask for information in French. The work done is that outlined in the two years' entrance requirements.

Grammar, prose composition, and the reading of elementary prose. Reading will begin in the early part of the course. Béziat's *Elements of French Grammar*; Grandgent, *Composition, Part I*; Reading of easy modern prose.

CORNWELL

A 2. Preparatory Course.

Three hours a week. Minor Sophomore.

Intended for students who have taken A 1 or its equivalent and may wish to complete the entrance examinations in French, or for students having sufficient knowledge of vocabulary and grammar, to enable them to read at sight elementary French prose.

Attention will be continued in giving the student a correct pronunciation and the ability to understand simple-spoken French through the "Natural or direct method".

The work will consist (1) of the study of French syntax; (2) of the study of intermediate prose; (3) of exercises in French composition.

Review of Grammar; Grandgent, *Composition, Part II and III*. Reading: Guerber, *Marie Louise*; Sand, *La Mare au Diable*; Halévy, *L'Abbé Constantin*; Bazin, *Contes Choisis*; Mérimée, *Colomba*.

CORNWELL

A B 3. Introduction to the General Outline of French Literature.

Three hours a week. Open to students having had at least three years of French *who come up to the required standard*. Major Freshman and minor Sophomore.

The object of this course is both to complete the student's elementary training in the French language and to give some knowledge of the more important phases of modern French life. The work will consist of short themes based on the text read, furnishing an opportunity for the continuation of the study of syntax; of exercises in composition, descriptions, etc.; of critical study of text, meaning of words and oral discussions on texts read.

Books: Grandgent, *Composition*. Advanced texts: Schrader and Gallouedec, *Géographie Élémentaire de la France*; Taine, *Les Origines de la France Contemporaine*. Voltaire, *le Siècle de Louis XIV*. Pailleron, *Le Monde où l'on s'ennuie*; M. Prevost, *Lettres à Française*.

CORNWELL

Conversation: Students in Freshman courses, especially interested in French, are divided on the basis of proficiency, into sections of eight or twelve. These sections, meeting once a week, are under the guidance of an advanced student who has shown exceptional ability and fitness for the work. No credit is given for this extra study, the election of which is voluntary.

B 4. General Outline of French Literature.

Three hours a week. Major Sophomore.

Lectures, readings, oral and written reports.

This course aims to bring out the chief characteristics of the various epochs in French literature, the evolution of French thought and literary ideals from *La Chanson de Roland* to the present day. The work will include oral and written reports upon assigned readings from masterpieces, and critical essays. Students are expected to take notes on the lectures and write them up in a special note-book.

Canat, *La littérature française par les textes* (Delaplane); Ch.—M. Des Granges, *Histoire de la littérature française*, and *Morceaux choisis d'Auteurs français*, 2^e cycle, (Hatier, Paris.) BÉZIAT

C D 5. The Classical Age.

Three hours a week. Elective in Junior and Senior years. Prerequisite, Course 4 or equivalent.

Lectures, collateral readings, reports, and one essay each term.

The object of this course is, *primarily*, to develop a clear comprehension of the basic qualities of French literature and spirit, through an intensive study of the works of Corneille, Racine, Boileau, La Fontaine and Molière, with their historical, social and artistic background; then to explain the peculiar forms of expression as reflecting the life and manners of the time, and thereby to help the student of

English and German literatures understand at first hand the reasons for the failure of classicism in England and Germany. BÉZIAT

C D 6. French Rhetoric.

Three hours a week.

This course is intended for French-speaking students or such as are able to express themselves in French with perfect fluency. It will be *required*, in addition to the regular literature courses, of any one intending to teach French who wishes to obtain a *certificate* from the Department.

The scope of the work will be: I—*Theoretical*: advanced syntax, rhetoric and fundamental laws of versification. II—*Practical*: a, Translation of English prose and poetry into French; b, Transposition of French poetry into prose; c, Original themes on every day topics; d, Literary essays. Among other texts Scordia, *La Lecture Expliquée*, (Hatier, Paris) will be used. CORNWELL

D 7.* Nineteenth Century Literature to about 1850.

Three hours a week. Elective in Junior and Senior year. Open also on approval to other students having had Course 5 or equivalent.

After a brief outline of the evolution of literature and thought in the eighteenth century, leading to the pseudo-classic literature, a study of French Romanticism is made from the standpoint of the European and national current of political events and thought which explains it, and the reasons for the decline of its popularity. The title of some of the works which are used for reference will give a more definite idea of the scope of the course: Merlet, *Tableau de la littérature française sous le Premier Empire*; A. Nettement, *Histoire de la littérature française sous la Restauration*; Stenger, *La Société française pendant le Consulat*; Sainte-Beuve, *Chateaubriand et son groupe littéraire*; Brandes, *L'Ecole romantique*; Le Roy, *L'Aube du théâtre romantique*; Nebout, *Le Drame romantique*; Latreille, *La fin du drame romantique*; Barat, *Le style poétique et la révolution romantique*; etc. Strowski's *Tableau de la littérature française au 19e siècle* will be used as handbook. BÉZIAT

D 8. Nineteenth Century Literature from about 1850.**

Three hours a week. Open to students having had Courses 5 and 7 or equivalent.

This course purposes to study the literary movement in France after the wane of the Romantic school; the Parnassian, Symbolic and other schools of poets; literary criticism, and the principles of Brunetière, Lemaître, Faguet, Lanson &c. BÉZIAT

N. B.—The above courses in French literature are supplemented by lectures on the art, music and civilization of each period studied. These lectures are given from time to time, instead of the regular recitation, by members of the faculty who have specialized in these subjects.

FRIDAY FRENCH LECTURES

Once a week, on Friday afternoon at 4 o'clock, a lecture in French, dealing with French literature, life, art, history, or institutions, is delivered either by members of the faculty or outside lecturers. French students are *required* to attend these lectures, which entail no outside work. This course is open to the public, without charge.

ITALIAN

SEÑOR FERNÁNDEZ

C D 1. Elementary Course.

Three hours a week.

Hossfeld's *Italian Grammar*; Hossfeld's *Italian Composition and Idioms*. *Conjugation of Italian Verbs*. Bowen, *Italian Reader*; De Amicis, *La Vita Militare*.

C D 2. Reading from standard authors.

Three hours a week.

Ford; Goldoni's *Un Curioso Accidente*; Manzoni, *Promessi Sposi*; selections from Alfieri, Torquato Tasso, Dante Alighieri.

SPANISH

SEÑOR FERNÁNDEZ

A 1.* Elementary Course.

Two hours a week. Elective as an extra.

Fundamental principles of Spanish grammar, with abundant practice in conversation. From the beginning students are taught Castilian pronunciation, as set forth by the Royal Spanish Academy. Later, however, they are made acquainted with the departures from that pronunciation which are customary in many parts of Spain and Spanish America.

The Newcomb Spanish Grammar; Special Study of the regular and irregular verbs; class-room reading of the Spanish play, *Después de la Lluvia, el Sol*.

The First Term examinations are held entirely in Spanish.

A 2.** Elementary Course—continued.

Two hours a week. Elective as an extra.

The Newcomb Spanish Grammar; Schilling, *Don Basilio*, a guide

to Spanish conversation; Turrell, *Spanish Reader*; Ramos Carrión y Vital Aza; *Zaragüeta*.

In this course the instruction is given wholly in Spanish, the vocabulary of every day life is emphasized, and the students memorize choice extracts from the writings of representative Spanish authors.

B 3.* Reading and Composition.

Two hours a week. Elective as an extra.

Ford, *Spanish Composition*; Alarcón, *El Capitán Veneno*; Padre Isla's Lesage's, *Gil Blas de Santillana*; Becker and Mora Spanish idioms; conversation and dictation.

B 4. Reading and Composition—continued.**

Two hours a week. Elective as an extra.

Johnson, *Cuentos Modernos*; with composition exercises; Moratín, *El Sí de las Niñas*; Study of the Spanish Phonology and the pronunciation of Spanish in Spain and in Spanish America, Hills and Morley's, *Modern Spanish Lyrics*.

C 5. Grammar and Reading.

Three hours a week.

This course is similar to Courses 1 and 2, but covers the ground more thoroughly, and is intended to be a sufficient introduction to 6.

D 6. Spanish Literature.

Three hours a week. Elective for Seniors who have had course 5 or equivalent.

Valera, *Pépita Jiménez*; Pérez Galdós, *Doña Perfecta*; Obras Maestras de Lope de Vega y Calderón, de la Barca; *La Vida es Sueño*; Cervantes, *Don Quijote de la Mancha*; Ford, *A Brief History of Spanish Literature*. Memorizing of selections from standard Spanish authors.

N. B. Announcement of the courses open to graduate students in Romance Languages are made in the Graduate Bulletin.

SCHOOL OF ART

ELLSWORTH WOODWARD, DIRECTOR

REQUIREMENTS FOR ADMISSION

For requirements for admission in the courses in Art, see page 18.
For requirements for admission as special students, see page 32.

COURSES OF STUDY

The following courses of study are offered in Art.

Regular course leading to a Diploma in Art.

Regular course leading to the degree of Bachelor of Arts in Education.

Regular course leading to degree of Bachelor of Arts in Education, in which the Art elective is shared by the elective in Music.

Regular course elective in the College, counting towards the degree of Bachelor of Arts.

Regular course required of students in Household Economy.

Special courses in studio work.

ART ELECTIVE IN THE COLLEGE

A 5. Art work may be taken as an extra in Freshmen and Sophomore years, the schedule and the amount of work already undertaken permitting. This extra, if undertaken, includes drawing, water color, and design. These studies are applied in elementary art-crafts, such as embroidery, stenciling, metal work. Lectures on the history of painting, illustrated with stereopticon, form a part of the course.

B 6. The same subjects further developed.

C D 7. Drawing consists of exercises calculated to develop the form sense with some skill of expression. Open to Juniors and Seniors in the college.

Water color from plants and flowers. Design, with practical application to some craft.

Lectures on history of art, assisted by stereopticon pictures. This course includes in the first term, the rise and significance of Christian art from its development to its decline during the Italian Renaissance. The second term includes French and Spanish painting.

D 8. Drawing from plants.

Design and its application to some craft.

Lectures on history of painting assisted by stereopticon pictures. This course includes the art of the Netherlands and Germany during the first term and that of England and America during the second term.

REQUIRED ART COURSE FOR STUDENTS IN HOUSEHOLD ECONOMY

Students electing Domestic Art must have had high school drawing. Any conditions which the entrance committee may accept must be made up before the beginning of the second term.

A 9. Two periods, two hours each, per week.

Drawing from symmetrical objects in out-line and in values of development of form sense and appreciation of light and dark

Elementary design, defining use of natural forms to patterns.

Elementary water color from plants and flowers for the study and use of color, together with arrangement in spaces.

B 9. Drawing from casts.

Water Color Design and its application to practical usage.

C 9. Drawing from cast figures.

Advanced water color design and its application to practical usage.

D 9. Drawing from cast figures.

Interior decoration. Lectures and the working out of practical problems relating to the color and arrangement of rooms.

SPECIAL COURSES IN STUDIO WORK.

Special courses may be followed by students desiring specific art study without obligations to the regular courses such as examinations, regular attendance, academic studies or previous preparation. The instruction aims at giving thorough professional training, but no official recognition or certificate is given in connection with it.

Pupils are permitted, however, to take examinations, and their grade is recorded. It is accordingly possible to claim credit towards future graded work should the desire arise.

In these courses, somewhat as in the courses of drawing A 9, B 9, etc., the work is progressive, graded according to the skill required, and the designation of a course as *special* (e. g. S 25) does not imply that Sophomore and Senior work is all included in one class. Students will be classed according to the grade of work done.

Students may enter studio classes at any time for a period of not less than a half term. Tuition charges will be reckoned from the date of entrance.

A S 10.* Elementary.

One hour a week.

This work includes the first steps necessary in the development of the form sense. The appreciation of direction, proportion and values is awakened through exercise in line, and light and dark.

ROMAN, TROY, BUTLER

S 11. Freehand Perspective.

Five hours a week.

This study teaches the principles which underlie sketching from nature and from still life. The training of the eye to distinguish appearance from fact, and of the hand to skillful delineation of either are necessary steps to independent production.

W. WOODWARD, TROY, ROMAN, BUTLER

S 12. Cast Drawing.

Five hours a week.

The cast model is used to overcome the first difficulties of drawing, and of light and shade. Careful discipline is given in line and proportion, in the construction of ornament and of the human head and figure, and in the relative values of light and shade.

Memory drawing forms a part of this work and the student is frequently required to complete a drawing at one sitting. This practice develops rapid, synthetic observations.

Advancement to the life class is made as soon as the pupil has overcome these first difficulties.

Charcoal is the medium principally employed in this work. Great care is exercised in guarding the pupils against waste of time in meretricious over-finish; their attention is constantly directed to the prime importance in drawing, of action, proportion and construction.

W. WOODWARD, ROMAN

A S 13. Elementary Water Color Painting.

Four hours a week.

Admission is granted to the painting classes at the outset in the student's development, in the belief that the training of the color sense should accompany that of form.

Plants, flowers, etc., are painted on a white ground with careful reference to drawing and arrangement within given space.

14. Water Color Painting.

Five hours a week.

Advanced water color takes up the pictorial problem, and is followed throughout the four years, the work in each year being graded according to the development of the pupil. Still life and flowers are studied with reference to light and shade, perspective, textures, modifications by juxtaposition. Landscape and life painting are included in third year course.

C D S 15. Oil Painting.

Six hours a week.

This course is essentially similar in method and aim to C 14.

16. Design.

The study of Design is considered important in the education of all art workers, but for the decorator it becomes fundamental. Instruction is based upon the study of drawing, color, plant forms, geometry, historic and contemporary ornament. The pupil is taught to observe the forms and colors of plants, trees and landscapes, recognize the influence of locality in the development of artistic expression.

A 16. Elements of Design.

Five hours a week.

Applicable to book construction and stencil, etc.

B 16. Theoretic Design.

Five hours a week.

This class treats exclusively the problems of pure design as they arise in patterns of form and color.

C 16. Advanced Design.

Four hours a week.

Applicable in bookbinding, book decoration, jewelry, pottery; china painting.

D 16. Advanced Design.

Six hours a week.

Continues application of Design as above.

SMITH, ROMAN, E. WOODWARD, TROY

S 17. Life Drawing.

Six hours a week.

Drawing and painting from life is conducted from the costumed model. Every effort is made to insure a serious and scholarly style. Observations of character and strict attention to the individuality of the model are required, while the instructor is careful to respect and

encourage the personality of the student. Prolonged and serious studies are interspersed with rapid sketches from models in short poses.

W. WOODWARD

S 18. Mechanical Drawing.

Two hours a week Freshman, three hours a week Sophomore.

The course in Mechanical Drawing includes the study of orthographic and isometric projections, working drawings and mathematical perspective.

W. WOODWARD

S 19. Pictorial Composition.

One hour a week.

On Friday afternoon the entire school is assembled for instruction in pictorial composition. Each pupil contributes a study that has been completed independently, during the week. These are exhibited together and criticised for the benefit of all.

The works of masters in art are compared and analyzed, and discussion is extended to topics germane to art.

Much importance is attached to this class, as it is believed that its work tends to divert the pupil from excessive reliance upon the model, and to stimulate imagination and independent thought.

E. WOODWARD

S 20. Pen Drawing.

Two hours a week.

Pen Drawing is taught with reference to its reproduction in book illustrations.

Those desirous of becoming illustrators should bear in mind that the successful practice of this branch of art involves the same training called for in pursuit of any of the various branches of art. The use of the pen or wash is merely incidental.

E. WOODWARD

S 21. Constructive Design and Interior Decoration.

Two hours a week.

The designing of furniture and interior fittings affords a wide and attractive opportunity for the application of the best taste and practical ingenuity to the business of home building. There can be no more immediate and valid use for art knowledge, than in the complete harmonizing of the forms and colors of articles and arrangements upon which the comfort and beauty of a home depends.

In this class the student is called upon to consider each practical detail of good construction and its relation to beauty of form, to realize the limitations of materials and their consequent treatment, and is led from the designing and constructive draughting of a single

article to the planning of a complete room. The work is rendered in scaled elevations and perspectives in water color.

The course of work in this class is based upon cast drawing, freehand and mechanical perspective, working drawing, water color and design.

E. WOODWARD

A S 22. Picture Study.

One hour a week.

Introduction to the appreciation of the work of modern masters. Brief notes prepared in the library, illustrated by prints under the direction of the instructor are required.

BUTLER

C S 23. History of Sculpture and Architecture.

One hour a week.

This course is a brief outline of the history of sculpture and architecture from 470 B. C. to the present. The controlling circumstances and the artistic content are examined and explained. Appreciation is a special aim. Text-book: *Reinach's Apollo*. The stereopticon lantern is a constant assistant.

D S 24. History of Painting.

One hour a week.

This course aims to give a brief history of painting from the early Christian period, following its development in all nations to the present. A brief abstract illustrated by prints is required of all regular students.

Text-book: *Van Dycks' History of Painting*.

S 25. Metal Work.

Three hours a week Sophomore, six hours a week Junior and Senior.

The handicraft of working copper is taught under a reasonable requirement as to drawing and design.

Practical and effective objects such as bowls, buckles, pin trays, paper knives, spoons, etc., are subjects for class instruction.

In the advanced grades the precious metals are employed. Jewelry forms and stone setting are developed and the pupil put in possession of an artistic craft, capable of pursuit as a vocation.

BUTLER

S 26. Pottery Decoration.

Six hours a week.

The course of instruction leading to pottery decoration includes drawing, painting and design. These studies, pursued in the art school, prepare the pupil to take up easily and naturally the practical work of applied decoration. As soon as a proper standard of excellence is attained, the work of the pupil is purchased. When instruc-

tion is no longer necessary, the payment of fees is remitted and the designer continues on a basis of independent production. It has been shown that those possessing aptitude for design, may, in this way, be enlisted in the development of art and in their work find profit and reputation.

SHEERER

S 27. Pottery Making.

Three hours a week.

For those desirous of undertaking the study of pottery manufacture instruction is offered in the preparation of clays, glazes and the use of the kiln. See special catalogue.

SHEERER

S 28. China Painting.

Six hour a week.

China Painting may be undertaken as a specialty by those qualified in drawing and design, and beginning with the Sophomore year the pupil electing the work may pursue the study through three years.

Applicants not yet prepared are required to follow the classes designed to prepare for this work.

SHEERER

S 29. Newcomb Embroidery.

Three hours a week Sophomore, six hours a week Junior and Senior.

This handicraft was introduced into the school in 1902 in pursuance of a wish to develop applied art and to open to the students as many avenues as practicable, in which congenial self expression as well as remuneration may be found.

The work of this class has become an important art industry, widely known for its originality and beauty.

Inasmuch as embroidery requires no important apparatus or expenditure and does not depend upon special conditions, such as studio lighting, mechanical fitting, etc., it should be a popular and profitable branch of art, since its possibilities for beauty are almost limitless. That it frequently fails of full realization seems due to the neglect of its fundamental dependence on art. Originality of thought in design and color is as requisite to success in this craft as in others. Students will therefore not be admitted to this class without a working knowledge of designs and color.

Special circular sent on application.

SMITH

S 30. Weaving.

Three hours a week.

Several looms are installed in connection with this handicraft. In rug weaving, towards which this work is most advantageously directed, there is endless opportunity for the designer in color.

SMITH

A S 31. Bookbinding.

Three hours a week.

This work is included in the freshman year of the full course under the general title of constructive design. It comprises the principles and processes which may be successfully carried on without special equipment. The problems are boxes, portfolios, desk pads, note, scrap and guest books, etc.

The course may be elected by studio pupils.

S 32. Bookbinding.

Six hours a week Junior and Senior.

A complete equipment of bookbinding apparatus gives opportunity in this course for professional training and is of special interest to librarians and those interested in library work as well as those wishing to acquire an artistic craft.

A S 31 is a desirable preparation but is not required. Drawing and design should accompany the work. The problems include library mending binding of magazines, rebinding of old books in cloth, part leather, full leather, gold and blind tooling.

S 33. Methods in Public School Art.

One and one-half hour a week.

However well trained and skillful the young teacher may be, a difficulty is experienced in the problem of reducing her subject to effectively meet the conditions imposed in the public schools by short time and large numbers.

Drawing, color, design and the constructive work required in the public school is accordingly considered in this class and arranged in appropriately condensed form for all the grades. The text-books adopted by the State for art instruction are reviewed and familiarized, and all methods of successful school practice brought into comparison.

TROY

S 34. Drawing From Life.

Students of advanced design are taught to use the human figure in connection with practical problems in composition.

S 35. Plant Forms.

Design is based upon natural forms. An appreciation of beauty as well as practical knowledge of construction and method of growth are developed by accurate drawing of plant forms.

N. B. Announcements of the courses open to graduates in Art are made in the bulletin of the Graduate Department.

ADVANCED WORK FOR GRADUATES IN DIPLOMA ART COURSE

The graduate work following upon four years of exclusive art work, for which a diploma has been granted, may be regarded as professional work. The student is allowed to elect a specialty and pursue it uninterruptedly for two years. Two auxiliary studies are usually advised. For example, if design be elected as a major, drawing and painting in some form supplement the choice. If painting from life be the major, design, theoretical and applied, is taken as minor study.

As no official recognition is given this work, no examinations are held, and no stated time required.

Tuition is given free for continued study of art, for a period of two years, to graduates of all regular four year art courses.

SCHOOL OF MUSIC

LEON RYDER MAXWELL, DIRECTOR

The School of Music was established in 1909. In accordance with the general plan of the college administration the School of Music was placed upon a standard of excellence equal to that maintained by the other affiliated schools of Newcomb College. The high requirements for admission to regular courses, the advanced grade of the studies, and the efficient corps of instructors with the best European and American training and experience, enabled the School immediately to take high rank among the music schools of America.

In January, 1911, the courses of the School of Music were opened to young men, in response to an increasing demand from male students for the grade of instruction which the School offered. The admission of men was a departure from the previous policy of Newcomb College, except in graduate classes, but seemed to be justified by the demand already evidenced, and by the absence of facilities for music study by the men of Tulane University. It was also recognized that in many branches of music study, especially those connected with ensemble work, the presence of both men and women was a necessity in order to obtain the best results.

The aim of the School is to furnish superior facilities for the study of music in all its branches. Extended practical and theoretical courses are offered: first, to regular students, who expect to follow music as a profession, either as composers, performers, teachers, or critics; second, to college students, who desire to study composition, musical history, or appreciation as elements of a liberal education; third, to special students who wish to become proficient in one or more branches of music.

REQUIREMENTS FOR ADMISSION

As Regular Students. For requirements for admission of women see page 18.

As Special Students. For requirements for admission see page 32.
For requirements and schedule of entrance examinations for male applicants see page 32.

COURSES OF STUDY

The following courses of study are offered to men and women alike:

Regular Course leading to the Degree of Bachelor of Music.

Regular Public School Music Course leading in two years to a Teacher's Diploma in Public School Music, or in four years to the Degree of Bachelor of Arts in Education.

Special Courses in one or more subjects leading to Certificates.

Courses for Teachers.

Courses for Academic Students Counting towards the Bachelor of Arts Degree.

Women students in regular courses will take the required academic studies in Newcomb College.

Men students in regular courses will take the required academic studies in the College of Arts and Sciences, Tulane University.

COURSE LEADING TO THE DEGREE OF BACHELOR OF MUSIC

The course leading to the degree of Bachelor of Music is intended for students who desire the basic training required for thorough musicianship.

A candidate for graduation must show technical proficiency in one branch of practical music, the study of which has been pursued through at least four years; must be able to play accompaniments of medium difficulty on the pianoforte; must have satisfactorily completed all the required musical and academic subjects in the prescribed course of study; must give evidence of a fair reading knowledge of two modern languages other than English; and must have pursued for two years certain studies chosen with the expectation of future specialization in teaching, composing, concert performance, or work in musical criticism and the literature of music.

Before graduation each candidate for the degree will be expected to give a public recital, or to present a satisfactory original composition for voices and orchestra or an original essay representing careful investigation of a musical topic chosen at the beginning of the Senior year after consultation with the Director of the School of Music.

Credit toward the degree will be given for all work of equivalent grade in other colleges and reputable schools of music, but examinations in each subject may be demanded at the discretion of the instructor. No degree will be granted except after at least two years of residence.

For detailed course of study, see page 58.

COURSE IN PUBLIC SCHOOL MUSIC

Course Leading to the Degree of Bachelor of Arts in Education. A four years' course is offered in conjunction with the department of Education, intended for students who wish thorough preparation in the teaching and supervision of music in the public schools. The course includes the educational and academic subjects necessary for all public school teachers, and also provides a good fundamental training in music.

Course Leading to the Teacher's Diploma in Public School Music. The course in Public School Music has been so arranged that students who find it impossible to spend four years in college may, at the end of two years, receive a diploma and will be permitted to assume positions as teachers of music in the public schools.

Although no work in practical music is required in the course, every candidate for the degree or certificate will be expected to be able to sing simple songs acceptably and to play easy piano accompaniments. Some study of singing and piano-playing will thus be presupposed.

For detailed course of study, see page 55.

COMBINED COURSE IN PUBLIC SCHOOL MUSIC AND ART

To meet the demand in many communities for public school supervisors of both music and art, a combined course is offered, leading in two years to a diploma, and in four years to the degree of Bachelor of Arts in Education.

For detailed course of study, see page 57.

SPECIAL COURSES

Courses Leading to Special Certificates. A student not wishing to pursue a full graduating course may enter any class for which he is qualified. Each student is expected to attend the Recital Class. A free class in the Elements of Theory meets one hour a week throughout the

year for the benefit of special students of piano, voice, violin or other branches of practical music. Attendance is required unless the student is excused by the Director with the instructor's consent.

A special student who has done advanced work of superior quality in some branch of music and has accomplished satisfactorily the work of the Recital Class and Elements of Theory will, upon recommendation of the instructor and approval by the faculty of the School of Music, be granted a certificate designating the character, grade, and quality of the work accomplished in either theoretical or practical music.

COURSES FOR TEACHERS

Special classes in any subjects offered by the School will be formed upon application of at least ten persons who are actively engaged in teaching and who are qualified to enter the classes for which application is made. These classes will meet Saturday mornings or at hours convenient to the applicants and instructors. The work accomplished will be credited toward a certificate from the School of Music. The fees may be learned upon application to the Director.

COURSES FOR A. B. STUDENTS

Candidates for the A. B. degree in Newcomb College may elect a maximum of nine hours' work in theoretical and historical courses in music during the Junior and Senior years. In exceptional cases music may also be taken as an extra in the Freshman and Sophomore years.

The following courses are recommended for choice as electives towards the Bachelor of Arts degree:

- A1.* Elements of Theory.
- A12.** Elementary Harmony.
- B2. Advanced Harmony.
- C4. Counterpoint.
- A S 7. Appreciation of Music.
- B S 7. History of Music.
- A3. Solfeggio, Elementary.
- B10. Solfeggio, Intermediate.

Courses in Canon and Fugue (D5), Free Composition (D6), and Instrumentation and Conducting (D14), will also count towards the Bachelor of Arts degree, but may be taken only by students with extraordinary preparation and ability in music. Courses B S 7 and A S 8, which require no previous preparation in music, are especially suited to the needs of the general student who recognizes the value of intelligent appreciation of music in a liberal education.

OUTLINE OF COURSES

THEORETICAL AND HISTORICAL COURSES

These courses are open to men and women alike. Whenever the size of the classes permits, separate divisions for men and for women will be formed.

A 1.* Elements of Theory.

Three hours a week. (First half-year).

A study of notation, scales, signatures, meter, accent, rhythm, marks of expression, intervals, triads, cadences, and a brief consideration of the principal vocal and instrumental forms.

The course will also include a short series of lectures on acoustics.

This course or its equivalent must precede all other courses in composition. It should be taken in connection with Course A 3.

Text-book: H. B. Maryott, *Musical Essentials*. KNOTT

S 32. Elements of Theory.

One hour a week.

For Special Students. A separate division of Course A 1, is formed for special students of practical music. The object of the instruction is to give each student the elementary musical knowledge usually acquired slowly in the individual lesson. Both instructor and pupil are thus enabled during the private lessons in piano, voice, violin, etc., to give their entire attention to technique and interpretation.

KNOTT

A 12. Elementary Harmony.**

Three hours a week. (Second half-year).

Continuation of Course A 1.

Scale tones and their tendencies. Triads and their inversions. Harmonization of melodies, given and original, by means of the most useful triads and the dominant seventh chord. Tone and chord perception.

GOLDSTEIN

B C 2. Advanced Harmony.

Three hours a week.

The seventh and ninth chords, modulation, altered chords, non-harmonic tones. Analysis. Three and five-part harmony. Melody and accompaniment figuration. The figured chorale. Composition applied to the elementary song and dance forms. For students who have taken Courses A 1 and A 12 or their equivalent.

Text-book: Chadwick, *Harmony*.

GOLDSTEIN

A 3. Solfeggio, Elementary.

Five hours a week.

No outside preparation required. Counts as two academic hours a week.

This course includes both sight-singing and ear-training. Constant drill is given in singing intervals and scales from the simplest diatonic progressions with no rhythmic difficulties to wide skips within the key, with accidentals, simple modulations and rhythmic variety. Much practice is given in reading at sight simple one- and two-part songs. By carefully graded dictation, the ear is trained to recognize intervals and simple triads in all positions, and the student is enabled to write from dictation melodies containing rhythmic difficulties and simple modulations.

Text-book: Cole and Lewis, *Melodia*.

KNOTT

B 10. Solfeggio, Intermediate.

Two hours a week.

A continuation of Course A 3. Special stress is laid upon chromatic intervals and difficult rhythmic passages. Constant sight-reading of choruses in one, two and three parts. Harmonic ear-training and dictation.

Text Books: Cole and Lewis, *Melodia*; Clough-Leigher, *Twenty Trios for Women's Voices*, etc.

KNOTT

C 13. Solfeggio, Advanced.

One hour a week.

The object of this course is to give additional practice in applying the knowledge of tonal and rhythmic difficulties studied in Courses A 3 and B 10. Difficult solfeggi, songs and choruses are read at sight and harmonic ear-training and dictation are continued.

KNOTT

C 4. Counterpoint.

Two hours a week.

An application of the principles of harmony is made in combining two, three, or four distinct melodies in strict and free forms. The student must have completed Course B 2 or its equivalent.

Text-books: Goetschius, *Applied Counterpoint*, Bach, *Two and Three Part Inventions*, *Well-Tempered Clavichord*, and *371 Chorales*.

MAXWELL

D 5. Canon and Fugue.

Two hours a week.

Continuation of Course C 4, which is a prerequisite, with special emphasis upon the composition of canons in various intervals and single and double fugues.

MAXWELL

D 6. Free Composition.

Two hours a week.

In this course practice is given in original composition in various forms. The student must have shown decided musical talent in Courses B 2 and C 4 or their equivalent.

FERRATA

D 14. Instrumentation and Conducting.

Two hours a week.

A study of orchestral instruments and their effects singly and in various combinations is made. Numerous assigned compositions are scored for orchestra and important orchestral works are analyzed. The principles of conducting are explained and opportunities for practice with chorus and orchestra are offered.

The student must have completed course C 4 or its equivalent.

FERRATA, MAXWELL

D 15. Analysis.

One hour a week.

Representative compositions in the principal musical forms are analyzed with reference to the composers' use of the harmonic material and of the formal elements. Some attention is given to ear-training and dictation.

MAXWELL.

B S 7. General History of Music.

Two hours a week.

The history of music is traced from the earliest records to modern times with special emphasis upon the period from Palestrina to the death of Wagner. The lectures and recitations are illustrated by musical works of the period under consideration. The illustrations are given by the instructor, the student, or by means of a mechanical instrument. A large amount of outside reading and frequent themes are required. There is no prerequisite for this course.

Text-books: Dickinson, *Study of the History of Music*; Parry, *Evolution of the Art of Music*.

MAXWELL

C D 11. Special Studies in History of Music.

Limited periods or special phases of development in music history are assigned according to the desire and needs of the student. Weekly conferences with the instructor, detailed weekly reports, and frequent themes are required. For students who have satisfactorily completed Course B S 7 or its equivalent.

MAXWELL

A S 8. Appreciation of Music.

Two hour a week.

The aim of this course is to develop intelligent listeners. By means of lectures with musical illustrations, outside reading, written and oral criticisms, and practice with a mechanical instrument, the student is made familiar with important works of musical literature, the principles underlying them, and their place in musical development. So far as possible the course is made practical by the analysis of works performed in local concerts. There is no prerequisite, but the student must be able to distinguish between different melodies and it is desirable that he have the ability to follow printed music.

MAXWELL

B C D 9. Methods in Public School Music.

Three hours a week.

The constantly increasing importance of music in the public school curriculum has created a demand for well-equipped supervisors and teachers of music. It is the object of this course to point out the true place and purpose of public school music and to consider the various good methods of teaching music to children in all grades of the public schools.

The student is required to teach each problem before the class, under supervision of the instructor. Frequent visits to music classes of the public schools are also required.

A special study is made of the system of books in use in Louisiana, but the student is also made familiar with all other important books and materials bearing upon school music instruction. Special students who have not studied Psychology and Pedagogy are expected to do a prescribed amount of reading in these subjects.

Before entering this course the student should be familiar with the rudiments of music and be able to sing at sight. Courses A 1 and A 3 or their equivalents should, therefore, precede this course, but may, with the approval of the instructor, accompany it. The course is open to special students in 1914-15.

KNOTT

D 16. Methods in Public School Music, Advanced.

One hour a week.

A study of various problems in public school music teaching, with special attention to work in the High School. Methods of organizing and conducting school choruses, glee clubs, orchestras, and classes in appreciation, harmony, etc., and school credits for private work in practical music are considered. Observations of actual class work in music and practice teaching are also required.

KNOTT

A 29. Observation of Classes in Public Schools.

One hour a week.

In order that the student may be prepared to observe actual class work in music intelligently, the first half-year's instruction will be a general discussion of school room methods from the teacher's standpoint. During the second half-year the student will be required to spend at least one hour each week in the public schools. A theme describing the school visited and the work observed must be passed to the instructor for comment and criticism. KNOTT

C D S 33. Normal Course for Pianoforte Teachers.**

One lesson a week. (Second half-year.)

The course is planned to meet the needs of: first, prospective teachers without teaching experience, and unacquainted with the principles involved; second, teachers requiring more complete and exact knowledge of pianoforte teaching methods than their experience has given them. Special emphasis will be placed on the important subject of elementary foundation teaching.

The following topics will be considered:

Piano instruction under ideal conditions.

The conditions usually not ideal.

Adapting ideals to the conditions.

The pupil: Age; talent; object of study; home aid; time devoted to study, etc.

Instruction: Musical—The elements; reading; memorizing; musical thinking; etc.

Technical—Theories of hand position; finger, hand, arm action; touch; tone; "methods" of technique.

Teaching material: Exercises, studies, pieces.

Analysis and discussion of important pedagogical works on pianoforte teaching; parallel reading.

Teacher's qualifications; ethics of teaching.

Laboratory work with criticisms.

GOLDSTEIN

PRACTICAL COURSES

These courses are open to men and women alike. Except in Ensemble and Recital Class (Courses S 27 and S 28), however, instruction will be given privately or in small classes of women or of men alone.

S 21. Pianoforte.

No definite course of study is followed, but a careful selection of exercises and compositions is made according to the need of the individual student.

(For outline of grade of work required see Special Bulletin of the School of Music).

FERRATA, GOLDSTEIN, WEDDELL, GONZALEZ

S 30. Pianoforte Sight-Playing.

One hour a week.

Practice in playing at sight is given in classes, progressing from elementary pieces through the sonatas of Clementi, Haydn, Mozart, etc., to more difficult compositions. To enter this class a technical proficiency in piano playing equivalent to Grade V (*see Special Bulletin of the School of Music*) is required.

FERRATA

S 22. Voice.

In general the instruction aims to follow the old Italian "bel canto" school of singing, but good features of other schools are also introduced. (*For detailed statement see Special Bulletin of the School of Music.*)

MAXWELL, SPANG

D S 31. Song Repertoire and Interpretation.

One hour a week.

Masterpieces of song will be studied with special attention to standard interpretations, diction, and the union of poem, vocal melody, and piano accompaniment. The historical background of important songs and their place in relation to music and literature will be considered and various methods of program-making discussed. This course is primarily intended for (1) singers far enough advanced to overcome the technical difficulties of the songs studied, (2) pianists who wish to make a specialty of song accompaniment, and (3) active or prospective teachers of singing. Each student is required to take an active part in the class meeting, either by actual performance or in discussion. Open in 1914-15, if at least five students apply.

MAXWELL

S 23. Violin.

Before beginning the study of violin the pupil should know the elements of music, viz., scales, keys, pitch-names, rhythm, etc. The courses of study, are based upon the famous Sevcik method. (*For detailed outline see Special Bulletin of the School of Music.*) Parallel to these courses the special student is advised to study theory, harmony, and solfeggio.

SCHUYTEN, ADAMS

S 24. Organ.

To begin the study of organ an elementary knowledge of piano-playing is required. Special students of the Organ are also advised to follow a course in Harmony in connection with the work on the instrument. (*For a brief outline of the plan of the course, see Special Bulletin of the School of Music.*)

DRUEDING

S 25. Violoncello.

A course of study in nine grades, approved by several European conservatories, will be followed. (*For detailed outline see Special Bulletin of the School of Music.*) Collateral studies in theory, harmony, solfeggio, sight-playing, transposition, and ensemble-playing, are required for the completion of the course.

FINCK

S 26. Wind Instruments.

Instruction is offered in the wind instruments used in symphony orchestras. In connection with these courses training in orchestral routine is given and practice in orchestral ensemble required.

(Instructors to be appointed)

S 27. Ensemble Classes.

Students in all departments of practical music are required to join the classes in Ensemble when technically capable. The classes take up many varieties of work for different combinations of instruments and voices. Students of piano are given practice in the accompaniment of voices and other instruments as well as in four and eight-hand playing. Students of voice are trained in duets, trios, and quartets, in addition to chorus practice in College organizations. Students of stringed and wind instruments are instructed in chamber music and orchestral routine.

During the session of 1914-15, in addition to special classes in Ensemble organized at the discretion of the instructors in practical music, the following classes will meet regularly:

S 27-a. University Chorus.

One hour a week.

A mixed chorus, composed of Newcomb and Tulane students, faculty and other interested singers, meets every Wednesday night (holidays excepted) from November to May, for the rehearsal of a selected oratorio or other important choral work. A public concert with soloists and orchestra is held early in May. Students of the School of Music are expected to become members and other singers will be accepted.

MAXWELL

S 27-b. Orchestral Class.

One hour a week.

The object of this class will be threefold: 1) to give practice to instrumentalists in orchestral ensemble and sight-reading; 2) to analyze various musical forms, and to make the student familiar with the standard orchestral literature; and 3) to enable students of composition to hear their works performed.

The parts for instruments not represented in the class will be supplied at rehearsals by an harmonium.

An opportunity is offered to sufficiently advanced students of orchestral instruments, who are not under the private instruction of teachers connected with the School of Music, to join this class. Such special students of Ensemble will be charged a small fee (*see page 45*). The class is free to other students of the School of Music.

FINCK

S 27-c. Violin and Piano Sonata Class.

One hour a week.

Advanced students of violin and piano meet regularly for the practice of standard sonatas.

SCHUYTEN

S 28. Recital Class.

Weekly recitals of about one hour's duration are given by members of the faculty, advanced students of the School, and other musicians. The aim of these recitals is to enable the students to hear a great deal of good music and to become familiar with famous composers and their works. All students of the School of Music are expected to attend these recitals and to keep note-books containing the programs, supplemented by personal criticism. These note-books must be held ready for inspection by the Director whenever called for.

Admission to the recitals is free to students of the School of Music upon presentation of the membership card.

ACADEMIC COURSES REQUIRED OF REGULAR STUDENTS

Women students in regular courses take the required academic courses in Newcomb College. (*For description of courses, see pages 62-94.*)

Men students in regular courses take the required academic courses in the College of Arts and Sciences, Tulane University. (*For description of courses see announcement of College of Arts and Sciences, Tulane University*).

SYSTEM OF INSTRUCTION

Instruction in the theoretical, historical, and academic courses is given entirely in classes by means of lectures and recitations. By special arrangement a student unable or not wishing to attend the regular classes at the schedule hours may have private lessons in the theoretical courses. The fees and hours for private lessons may be learned upon application to the Director.

Instruction in practical music is individual.

Classes of two or three for half-hour lessons may be formed for the benefit of those who cannot pay the regular fee for individual instruction.

Classes in Practical Music containing both men and women students (except in Ensemble and Recital Class) are never formed.

PRACTICE

Practice rooms with pianos are provided in the music buildings and, except when special arrangements are made, all students are required to practice regularly in these rooms under the direction of the Supervisor of Practice.

Regular practice hours are assigned to each student, and she is required to report to the Supervisor of Practice at the beginning and end of each period. If any deficiency is found in an instrument it must be reported at once to the Supervisor. Otherwise the student using the instrument immediately before the discovery of the deficiency will be held responsible.

The college organ is available for practice by students of the organ.

CONCERTS, RECITALS, AND LECTURES

Public concerts and recitals are given at frequent intervals by visiting artists, members of the faculty, and advanced students. Lectures by authorities on musical topics are also occasionally arranged for the benefit of music students. These concerts, recitals, and lectures, are given under the auspices of the School of Music, and admission is free to students having accredited membership cards.

During the present year (1913-14) a series of eight public concerts by New Orleans artists, a Verdi centennial concert, concerts by advanced students and twenty-five recitals has been given.

CONSERVATORY ADVANTAGES

Private instruction with the advantages of class stimulus.

Free class in Elements of Theory and consequent saving of time in private lessons.

Weekly recitals with free admission and the opportunity to hear and understand the best music.

Frequent opportunity for public performance when sufficiently advanced.

Free admission to concerts, recitals, and lectures under the auspices of the School of Music.

Reduced rates of admission to many concerts in New Orleans.

Practice in ensemble playing and singing of all kinds.

Participation in college organizations and activities.

Superior instructors of the best American and European training and experience.

Musical atmosphere with the stimulus of friendly competition.

SCHOOL OF HOUSEHOLD ECONOMY

REQUIREMENTS FOR ADMISSION

For requirements for admission as regular students, see page 18.

For requirements for admission as special students, see page 32.

COURSE OF STUDY

The School of Household Economy has as its field the arts and sciences concerned in the sanitary, economic and aesthetic aspects of food, clothing, and shelter as connected with their selection, preparation, and use by the family in the home, or by other groups of people, and the educational courses for the training of teachers of these subjects in schools of various types and grades.

In the training in household industries there develops an interest in the home that is not possible with any other school subject. This training and this interest will create better home makers. In this the greatest aim in Household Economy will be realized.

A course of two years leading to a diploma, and a course of four years leading to a degree, are offered. (*See page 54*).

Special classes for home makers in cookery and household management, and sewing, meet once a week.

For tuition, *see page 45*.

COURSES OF INSTRUCTION

DOMESTIC SCIENCE

ASSISTANT PROFESSOR BOYER

A 1. General Domestic Science.

Three periods (two hours each). Required.

This course is designed to give a brief introduction to the problems of the home: the construction of the house, building materials, costs, arrangement of rooms, sanitation, heating, lighting, decoration, and furnishing; household accounts; housewifery; foods; building of menus; serving of meals.

Foods are studied according to the grouping of food principles: *carbohydrates*; fruits, vegetables, starches, sugars; *proteins*; meats, eggs, milk, cheese; *fats*; animal and vegetable. Each food is studied as to its source, production or manufacture, history, composition, food value, digestibility, cost, cookery, and service.

Excursions are made to bakery, cracker factory, candy factory, packing house, and dairy.

Text-books: Bevier's *The House*; Williams and Fisher's *Elements of Cookery*.

B 2. Foods.

One period (two hours). Required.

The purpose of this course is to give practice in the more complex forms of cookery. It includes the marketing and cost of foods, the study and comparison of the best books on the subject. One demonstration lecture is given by each student. Excursions are made to cotton seed oil factory, board of health rooms, sugar experiment station, coffee plant, and other places of educational interest.

B 3. Nutrition.

One period (two hours). Required.

The caloric values of food are given a study in this course. A series of meals is prepared, illustrating invalid cookery, the feeding of children, economical cookery, vegetarian cookery, Mexican, Italian, French, etc., in which both cost and caloric value are carefully computed. A study of the digestion and metabolism of foods, to co-ordinate with this course, is given in biology and hygiene.

B 4. Household Management.

One period (two hours). Required.

The general problems of running a house are carefully considered in this course; the family life, the division of income, order of house work, methods of buying. In this also comes the wider study of the general literature concerning home economics.

B 5. Theory and Practice of Teaching Domestic Science.**

Two hours a week.

The qualifications and preparation of the teacher; the various grades of pupils, and their needs; courses of instruction, and how to fit them into the curricula of schools; cost of lessons, planning of laboratory equipments, making of lesson plans; observation and teaching of lessons; visits to schools teaching domestic science.

A class of pupils from the public schools comes to the college laboratory and is taught by each student in turn. After every lesson the principles involved are discussed in the lecture period.

C 6. Foods II.

One period (three hours). Required.

This course is one of experimental cookery and research into specific local food problems.

C 7. Household Administration.

One period (three hours). Required.

Standardization of homes, the family, wages and incomes, and a practical course in house furnishing.

D 8. Institutional Cookery and Management.

One period (three hours).

This course includes practical hospital work in invalid cookery; studies in the school lunch room and feeding of children; experiments in dietaries; practical studies in institutional management.

D 9. Organization and Administration of Domestic Science.

One period (two hours).

The history of the movement of domestic science in education is included in this course which is intended to give a broad outlook for the purpose of progress: the contents and system of the work as given in elementary, secondary, collegiate, normal and rural schools, and in social settlements, both in this county and abroad. Field work.

D 10. Theory and Practice of Teaching Domestic Science.

Two periods (one laboratory and one lecture).

This course is built upon B-5 and includes a thorough experience in observation, lectures and practice teaching.

S 11. Homemakers Class.

The general problems of the home are taken up, including marketing, cost, cooking and serving of food, the construction and furnishing of the house, sanitation, and household management. Lectures in other classes are open to students in this class.

S 12. Cookery.

One period (two hours).

This is a brief course for students in the college of arts and sciences and deals mainly with the preparation of meals. No credits allowed.

S A 13. General Domestic Science.

Three periods (two hours each).

This course is identical with A-1, but is arranged for "part time" students.

DOMESTIC ART

ASSISTANT PROFESSOR SHELLEY

The courses in Domestic Art provide instruction in all phases of sewing; beginning with sewing in its simplest form and leading to the making of garments, art needle work and millinery.

A 1. Elementary Clothing.

Three periods (two hours each) a week. Required.

This course teaches the fundamental principles of hand and machine sewing; their application to undergarments, plain waist and skirt and simple gown. It includes taking accurate measurements, use of patterns, choice and economical cutting of materials, fitting garments, comparison of cotton and linen fabrics for economical purposes. It aims to develop a taste for simplicity and beauty, to create an appreciation of hand work and a sympathy for the worker.

B 2.* Dressmaking and Costume Design.

Two periods (two hours each) a week. Required.

This course teaches the principles of design in dress, the adaption of line to the individual; simple construction lines in building a gown; color harmony; how to select colors for individuals; the principles of dressmaking, cutting, fitting, making and finishing lined

gowns. Each student makes a simple gown of material suitable for informal wear. The development of individual and artistic dress is the aim of this course.

B 3. Millinery.**

Two periods (two hours each) a week. Required.

This course includes the construction and trimming of hats beginning with the use of foundation materials, designing and drafting patterns and copying approved models. Special emphasis is laid upon individuality. Each student designs and makes complete one of each type of hat, buckram shape covered, straw hat on wire shape, net hat on wire shape and embroidery or lace hat on wire shape.

B 4. Textiles.

Two hours a week. Required.

This course includes a study of the development of primitive peoples, their simple devices used to procure food, clothing and shelter; the beginning of industries; the origin of inventions; the culture of cotton, linen, wool and silk fibres; the processes involved in preparing them and spinning them into thread; their manufacture into cloth; a brief study of the machinery used, both early and modern types; a comparison of the different kinds of cloth for economic values; making simple tests for adulterations; making charts showing mounted specimens of various materials with a statement of their widths and prices of each.

B 5. Theory of Teaching Domestic Art. Lectures and Practice Teaching.

One hour a week. Required.

This course considers the relation of Domestic Art to education, its relation to the curriculum, the method of teaching it in schools, the planning of lessons and courses of study, and problems of cost and equipment.

C 6. Advanced Dressmaking.

Two laboratory periods a week, three hours each.

This course includes a thorough study of line and color in dress, drafting and pattern making, a study of the best methods of constructing and finishing gowns for formal wear, the application of same.

C 7. History of Costume.

One hour a week.

This course includes a survey of costume ancient and modern. The course aims to be of use to teachers of dressmaking and costume design.

D 8. Costume Design.

One laboratory period a week, three hours.

This course includes the application of design and color harmony to costume, sketching of costume in pencil, ink and water color, drawing from the costumed model the adaptation of classic line to the modern dress.

D 9. Artistic Gowns.

One laboratory period a week, three hours.

This course teaches draping and modelling for patterns and artistic effects, the adaptation of classic line to modern gowns, the making of artistic gowns for evening wear.

D 10. Organization and Administration of Domestic Art.

One hour. Required.

This course deals with the place of domestic art in modern education; with the aim and various phases of the work in both America and Europe; in elementary and secondary schools, colleges, and normal training schools, manual training, technical and trade schools. The practical work includes personal investigation in various schools, giving lectures, planning and equipping departments, and planning exhibits.

D 11. Embroidery.

One laboratory period a week, two hours.

This course aims to give the necessary stitches used in decorative art, and the application of these principles in the completed article. It considers the question of art in applied design.

STUDENTS' DIRECTORY

A—Course in Art.
 C—College.
 E—Course in Education.
 M—Course in Music.

SENIOR CLASS

Ascher, Marie,	A.	Jackson, Miss.
Black, Fannie Maude,	C.	1329 Octavia
Charlton, Alice,	A.	Houston, Tex.
Chretien, Emilie,	M.	1404 Esplanade
Cooley, Esther,	C.	5526 Chestnut
Eldredge, Ruth Kelsey,	C.	4212 S. Franklin
Eustis, Gladys,	C.	6104 Hurst
Fleming, Lelia Alabama,	E.	Tallulah, La.
Foules, Margaret Dunbar,	C.	Kansas City, Mo.
Gibbens, Gladys Elizabeth Carson,	C.	1525 Eighth
Gillean, Georgia Isabel,	C.	1625 Second
Hill, Rosamond Agnes,	A.	1132 Peniston
Kinchen, Edna Lucille,	A.	1312 Antonine
Kumpfer, Marie Friedericke,	E.	3220 Chestnut
Lipscomb, Nell,	A.	Beaumont, Tex.
Littell, Bertha Hart,	C.	Opelousas, La.
Luzenberg, Eleanor,	C.	1230 State
Malhiot, Bessie Talbot Pugh,	C.	Avoca, La.
McLees, Angie Louise,	C.	Orangeburg, S. C.
Miller, Irene,	C.	Alexandria La.
Miller, Joan Chaffe,	C.	Minden, La.
Mouton, Helen Muriel,	C.	Lafayette, La.
Randolph, Lelia Pierce,	A.	1817 Calhoun
Renshaw, Gladys Anne,	C.	741 Esplanade
Rhoades, Edna Browning,	C.	1625 Third
Robinson, Ione Helen,	C.	Welsh, La.
Schulherr, Beryl Hattie,	C.	Meridian, Miss.
Smart, Irma Carolyne,	E.	2101 Magazine
Smith, Lillian Jane,	A.	1630 Napoleon

Snyder, Edyth Mildred,	C.	1597 Exposition Blvd.
Sumner, Theodora Duval,	C.	7914 St. Charles
Wharton, Mary Clifton,	C.	1329 St. Andrew
White, Willie Wynn,	M.	Alexandria, La.
Williams, Annie Mainer,	A.	1536 St. Andrew
Wisner, Clara Elizabeth,	C.	2362 Camp

JUNIOR CLASS

Adler, Johanetta Esther,	C.	4704 Perrier
Bancroft, Anne Delie,	C.	Hot Springs, Ark.
Belden, Lyda Livermore,	C.	1122 First
Berrey, Elisa Louise,	C.	Mobile, Ala.
Bisland, Marguerite Clara,	F.	Houma, La.
Booth, Eleanor Dewees,	C.	5012 Pitt
Breazeale, Julia May,	M.	Natchitoches, La.
Cushman, Ethel,	C.	Clinton, La.
Denis, Ida Ruth,	C.	1315 Jackson
Derdeyn, Antoinette,	C.	Vicksburg, Miss.
Drake, Mary Juliet,	C.	Minden, La.
Dufour, Rosalie Elizabeth,	C.	1663 Valmont
DuPlantier, Edith Allard,	C.	3109 DeSoto
Elmore, Mary Manly,	C.	Montgomery, Ala.
Faulk, Agatha,	C.	Monroe, La.
Fay, Marion Spencer,	C.	7902 Elm
Frere, Charlotte,	C.	Franklin, La.
Gauche, Vivien,	C.	4802 St. Charles
Gibbens, Elizabeth Hathaway,	C.	1525 Eighth
Gillespy, Rose Sadler,	A.	Birmingham, Ala.
Havard, Katharine,	C.	25 Audubon Place
Israel, Helene Louise,	C.	5316 Dryades
Jacobs, Helen Elvira,	C.	1208 Arabella
Kumpfer, Petronilla Angela,	C.	3220 Chestnut
LeMore, Marie,	C.	1137 Esplanade
Levy, Rita Palmyre,	C.	Whitecastle, La.
Lund, Mary Isabel,	C.	1415 Harmony
Marks, Margaret Leah,	C.	1726 Carondelet
Morrison, Maybart Frost,	C.	2632 Coliseum
O'Meara, Katherine Carr,	C.	802 State
Post, Mildred,	C.	1436 Louisiana
Reiss, Ella Marie,	C.	2915 Chestnut
Robbins, Emma Bates,	A.	Congress Park, Ill.

Sanders, Helen,	M.	Troy, Ala.
Seiler, Ruth Malvina,	C.	438 Henry Clay
Simmons, Rietta,	C.	3203 Prytania
Sivewright, Mabel Rose,	E.	8015 Plum
Steele, Berenice Barry,	A.	Greenwood, Miss.
Vairin, Alice,	C.	19 Audubon Place
Williamson, Mary Virginia,	C.	Asheville, N. C.

SOPHOMORE CLASS

Aby, Myrtle Emily,*	E.	3617 Prytania
Augustin, Esther Leontine,	A.	8139 Birch
Bernard, Adeline du Montier,	C.	1425 N. Prieur
Black, Kathleen,	C.	1331 Pine
Broad, Anna Wilhelmina,	C.	1104 State
Brown, Esther Hazel,	E.	Lecompte, La.
Brown, Miriam Eloise,	C.	Arcadia, La.
Cahn, Cecile Agatha,	C.	7635 St. Charles
Chapman, Lillian,	E.	Bay St. Louis, Miss.
Chesnutt, Estelle Mary,	E.	Montgomery, Ala.
Coleman, Kathleen Faith,*	E.	Mineola, Tex.
Cornelius, Gail Brasher	E.	4433 Willow
Crumb, Ethel,	A.	1201 Calhoun
Dart, Edith Thorne,	C.	1539 Fourth
Dela Cruz, Dionysia Georgiana,	C.	McDonoughville, La.
Dequede, Brunhilda Camille,	C.	1337 Coliseum
De Russy, Lucile,	E.	Belle Alliance, La.
Dinwiddie, Mattie Dabney,	E.	Clarksville, Tenn.
Estorge, Maud Corinne,	C.	New Iberia, La.
Fay, Maud Labdell,	E.	7902 Elm
Fly, Nora Ella,	M.	McComb, Miss.
Gillelan, Grace DuVal,	C.	1625 Second
Gwinn, Gladys,	C.	7405 Burthe
Hall, Clara Wendel,	M.	Baton Rouge, La.
Hoffman, Katherine Louise,	E.	1508 State
Huck, Margaret Josephine,*	A.	1536 St. Mary
Israel, Ruth Caroline,*	M.	5316 Dryades
Jackson, Marion Estelle,	E.	5035 Daneel
Janvier, Regina,	C.	1445 Webster
Jordan, Augusta,	C.	Monroe, La.
Koch, Minna Frotscher,	C.	2627 Coliseum
LaCasse, Adeline Virginia,	E.	Gueydan, La.

Lafferty, Oma Clare,*	C.	1521 Joliet
Langston, Annie Belle,	E.	Homer, La.
Laurans, Mathilde,	C.	1719 Canal
Lawler, Carrie Genevieve,	A.	Bryan, Tex.
Levy, Miriam Flora,	A.	Franklin, La.
Lewald, Amalia,	C.	Houma, La.
Lob, Brunette,	C.	1402 Magazine
Lotterhos, Edith,	E.	Crystal Springs, Miss.
Lowry, Margaret,*	M.	Corsicana, Tex.
Mahier, Edith Albina,	A.	Baton Rouge, La.
Marx, Adele,	E.	4217 Perrier
Norton, Alice Perrin,	C.	436 Flood
O'Niell, Erin,	E.	Franklin, La.
Pardonner, Sara Jeannette,	C.	1629 Valence
Plitnick, Victoria,	E.	2338 Iberville
Redditt, Nina Estelle,	M.	Columbia, La.
Renshaw, Solidelle Felicite,	C.	741 Esplanade
Richards, Annie Pierce,	E.	1118 Washington
Richmond, Earll,	C.	1241 Fourth
Ritchie, Gladys Gertrude,	A.	Jennings, La.
Roach, Sarah,	C.	Clarksville, Tenn.
Ross, Romola,	C.	Louisville, Ky.
Rupp, Lillian Veronica,	E.	McDonoghville, La.
Salm, Martha,	C.	8221 Panola
Schwabacher, Julia,	C.	4016 Prytania
Snyder, Jennie Cordill,	E.	1201 N. Dorgenois
Stubbs, Flora Arden,	C.	1127 Henry Clay
Tennyson, Elsie May,	E.	Muskogee, Okla.
Ujffy, Hermine Elizabeth,	C.	1311 Nashville
Vance, Alice Pugh,	E.	5 Cromwell Place
Watson, Jessie,	E.	Biloxi, Miss.
Weiss, Gizella Rochelle,	A.	5342 St. Charles
White, Eudora,	C.	Atlanta, Ga.
Wogan, Caroline Spelman,	A.	1226 Louisiana Ave.

FRESHMAN CLASS.

Alcus, Sara Cecile,	C.	5211 St. Charles
Ayres, Mary Douglas,	C.	Knoxville, Tenn.
Bache, Mae,	E.	Plaquemine, La.
Bailey, Lola Lease,	E.	Winnfield, La.
Baldehy, Marjorie Thorn,*	E.	3910 Perrier

Barkdull, Thelma,*	E.	3027 DeSoto
Barnes, Ouida Ophelia,	C.	1654 Valmont
Baum, Rebecca Julia,	C.	Meridian, Miss.
Beatty, Dorothy,*	E.	Lake Charles, La.
Beer, Rosa,	C.	1636 Peniston
Belden, Adele,	A.	1122 First
Bennett, Olivette,	M.	2706 Canal
Bird, Eugenie,	C.	1015 St. Roch
Blanc, Elizabeth,	E.	Atlanta, Ga.
Bowers, Sallie Zoe,	A.	Gulfport, Miss.
Bres, Sara,	E.	7703 Burthe
Brown, Myrtle Undine,	A.	3718 Pitt
Brunson, Ruth Hickman,	E.	Clarksville, Tenn.
Camp, Lidie Belle,*	C.	Hattiesburg, Miss.
Cannell, Elma,*	E.	609 Jackson
Celestine, Maud Magdeline,	E.	Houma, La.
Chestnutt, Nancy Spencer,	E.	Montgomery, Ala.
Cohn, Ruth,	C.	4706 St. Charles
Colhoun, Stella Cowan,	M.	Vicksburg, Miss.
Conway, Mary Bell,	M.	Vicksburg, Miss.
Cooley, Sophie,	E.	5526 Chestnut
Cope, Charlotte,	E.	Union Springs, Ala.
Covington, Francis Marion,	E.	Summit, Miss.
Craig, Fanny Hampton,	A.	1138 Third
Crumb, Mildred Alice,	E.	1201 Calhoun
Dantzler, Eran,*	E.	4920 St. Charles
Darton, Naomi Beulah,	C.	3423 Magazine
Davis, Josephine,	E.	4132 Iberville
Dawkins, Olive Agnes,	E.	Monroe, La.
Deen, Jessie,	E.	Meridian, Miss.
De Grange, Josephine,	E.	1636 Berlin
Denis, Grace Gurley,	A.	1315 Jackson
Discon, Laura Amelia,	C.	2467 Royal
Donnaud, Delzorah Albertine,	C.	6028 Perrier
Drouet, Adele Marie,	C.	2025 Chestnut
Farnet, Bianca Marie,	C.	1318 Esplanade
Fortier, Lillian Lucie,	C.	1735 Milan
Fowler, Dorothy Lee,	A.	1419 Henry Clay
Friedenthal, Claudia Cecile,*	M.	Mobile, Ala.
Friedrichs, Helene Oemichen,	A.	220 S. Pierce
Fry, Gladys Moxey,	M.	908 Fern

Gaines, Melanie Hewitt,	E.	1312 Constantinople
Garland, Rietta Glassell,	C.	1639 Arabella
Gillespie, Helen,	A.	Albany, Ga.
Glenny, Edith,	C.	1435 Webster
Godchaux, Jeanne,	C.	3815 Carondelet
Gordon, Ruth Louise,	E.	1653 Robert
Griggs, Mary Moseley,	E.	Meridian, Miss.
Gross, Fannie,	M.	Bunkie, La.
Haines, Gyfford Knight,	C.	2119 Coliseum
Hall, Marjorie,	A.	Chippewa Falls, Wis.
Hausmann, Louise,	C.	1568 Webster
Hill, Amelia Jean,	E.	1132 Peniston
Hinrichs, May Emilie,	C.	7336 Irma
Holland, Mary Lee,*	C.	Mobile, Ala.
Holland, Mollie,	E.	1828 Peters
Horton, Phyllis,	E.	Aliceville, Ala.
Hubby, Vashti,	M.	Waco, Tex.
Jacoby, Hazel,	E.	Pensacola, Fla.
Joffrion, Doris Kernan,	C.	Marksville, La.
Jeffrion, Leila,*	C.	Marksville, La.
Kearney, Vera,	C.	4114 Canal
Kent, Doris,	C.	Kentwood, La.
Kerr, Lilla,*	C.	Corsicana, Tex.
Kohlman, Clemence,	E.	1544 State
Kyle, Elizabeth Morris,	E.	Houma, La.
Landau, Ethel Regina,	C.	1707 Palmer Ave.
Langston, Ida,	M.	Houma, La.
Laurans, Cornelia Hutton,	C.	1719 Canal
LeGardeur, Lillian Marie,	A.	Napoleonville, La.
Levy, Belle Elise,*	C.	Plaquemine, La.
Levy, Ethel,	E.	White Castle, La.
Levy, Lucile Weil,	C.	Evergreen, La.
Lowe, Helen Sara,*	M.	1654 Peters
Ludwig, Laura,	C.	5249 Camp
Madison, Lessie Henrietta,	C.	Bastrop, La.
Mangham, Gladys Inez,	E.	Monroe, La.
Mason, Marie Aline,	E.	1470 Arabella
May, Margery Land,*	E.	Shreveport, La.
McNaughton, Mary Hunter,	A.	Palestine, Tex.
McNeely, Annie Louise,	C.	214 Pelican Ave.
Milling, Alice Odelle,	E.	1468 Nashville

Morgan, Anna Joyce,	M.	Woodside, La.
Nairne, Lillie Hosey,	C.	1219 Valence
O'Niell, Kathleen,	E.	Franklin, La.
Parham, Mildred,	A.	1429 Seventh
Parker, Roberta Blanks,	E.	Monroe, La.
Parsons, Anna Mary Carolyn,	E.	6039 Pitt
Perkins, Lucy Frances,	E.	Leesville, La.
Ratcliff, Alma Darden,	E.	Shreveport, La.
Ratcliff, Irene Whitney,	E.	Shreveport, La.
Raymond, Mary,	E.	1444 State
Renshaw, Mildred,	C.	741 Esplanade
Robinson, Irma Elizabeth,	C.	Welsh, La.
Rosenthal, Ethel Ada,	C.	2265 St. Charles
Samuel, Mildred Juliet,	E.	5518 Prytania
Saunders, Laura Elizabeth,	C.	2925 Coliseum
Schawe, Williedell,	C.	Ballinger, Tex.
Seiler, Mae E.,	E.	438 Henry Clay
Sharp, Dorothy Adelaide,*	C.	7325 St. Charles
Shaw, Theodosia Conner,	C.	Ocean Springs, Miss.
Shushan, Hilda Sylvia,	E.	5517 Prytania
Slagle, Cleta Elizabeth,	C.	Clarks, La.
Snyder, Clara Lee,	E.	1201 Dryades
Smith, Gladys Marguerite,	E.	1630 Napoleon
Smith, Nealtje deGraaf,	C.	1511 Sixth
Steinau, Myrtle Sybil,	C.	6020 Pitt
Steiner, Aloise Josephine,	C.	1738 Carrollton
Stockwell, Elaine Florence,	E.	Beaumont, Tex.
Stone, Frances Haven,	E.	1631 Octavia
Stromberg, Edna,	E.	8140 Zimple
Stubbs, Tennie Rozelle,*	M.	Baldwyn, Miss.
Sumner, Mary Clayton,	C.	7914 St. Charles
Taylor, Lucy,*	A.	Houston, Tex.
Thirkield, Helen Rust,	E.	Hotel DeSoto
Thompson, Henrietta Mary,	E.	4416 Perrier
Thompson, Isabel,	C.	Boyce, La.
Thompson, Miriam Allyne,	C.	Citronelle, Ala.
Thompson, Virginia Lee Michaux,	E.	Citronelle, Ala.
Traylor, Marguerite Augetine,*	E.	Columbia, La.
Urban, Lylian Badger,	C.	3541 Carondelet
Vairin, Aphra,	C.	19 Audubon Place
Vairin, Arthemise,	C.	19 Audubon Place

Vidou, Miriam Eunice,*	E.	912 Cambronne
VonRosenberg, Esther May,	E.	Austin, Tex.
Walshe, Regina Buck,	C.	1511 Dufossat
Ward, Elaine,*	C.	Canton, Miss.
Weil, Caro Inez,	C.	1706 Bordeaux
Weil, Hermione Dorah,	C.	18 Audubon Place
Westfeldt, Lulie,	C.	3219 Coliseum
Wheless, Myrtis Lea,	E.	1729 Gen. Taylor
Whitehead, Marie Anna,	C.	1734 Josephine
Wigginton, Janie Borland,	C.	Bowie, La.
Williams, Myrtle Grace,	E.	Gulfcresc, Ala.
Winter, Retta Shirley,*	E.	Shreveport, La.
Wintz, Florence Olwell,	C.	3418 Canal
Wurzlow, Helen Emeline,	C.	Houma, La.

* Partial Course.

ART CRAFTSMEN

Delavigne, Marie,	2309 Columbus
Holt, Sally S.,	1434 Pleasant
Horner, Elizabeth Antoinette,	1326 Gov. Nicholls
Irvine, Sadie Agnes Estelle,	1218 Valmont
Jordan, Mary Louise,	1308 State
Littlejohn, Cynthia Pugh,	4119 Perrier
Mason, Alma Florence,	306 State
Mauras, Juanita Marie,	1714 Louisiana
Morel, May Sydnor,	1424 Marengo
Simpson, Anne Frances Conner,	1424 Amelia
Urquhart, Alice Rosalie,	343 Broadway
Urquhart, Emma J.,	602 South

GRADUATE ART

Beauregard, Hilda Toutant,	5340 Pitt
Garic, Ellen Hughes,	1209 N. Dorgenois
Heller, Cecile Mathilde	1828 Marengo
Robertson, Anne MacKennie,	1313 Eighth

SPECIAL STUDENTS IN COLLEGE COURSE.

Daudelin, Lotta Grace Butcher	244 Olivier
Ducros, Elisabeth,	1527 Conery
Harris, Evan Shelby,	3912 Carondelet
Lawrason, Bell D.,	1586 Calhoun
Shields, Elsie,	1325 Josephine

SPECIAL STUDENTS IN SCHOOL OF HOUSEHOLD ECONOMY

Dyer, Myrta Russell,	Lake Arthur, La.
Fortier, Jeanne Marie,	579 Audubon
Kahn, Evelyn Annette,	1662 Valmont
Macheca, LaVerna Frances,	3022 St. Charles
Macheca, Mabel Rose,	3022 St. Charles
Munson, Olivia Corinne,	Napoleonville, La.
Perkins, Pauline Curran,	1521 Seventh
Simmons, Alice K.,	Pass Christian, Miss.

SPECIAL STUDENTS IN SCHOOL OF MUSIC

Dart, Sally Lytle,	1539 Fourth
Greenwald, Irma Jenez,	Meridian, Miss.
Gwinn, Elise,	7405 Burthe
Pearce, Lucille Wynne,	Orange, Tex.
Pendleton, Helen,	Lawrence, Kansas
Price, Nellie Warner,	2705 Prytania
Schroeder, Anna Marguerite,	South Port, La.
Spickard, Evelyn Graves,	Jackson, Miss.
Theard, Marie Therese,	1929 Esplanade

SPECIAL STUDENTS IN EDUCATIONAL COURSE

Carney, Pamela Mary,	Murfreesboro, Tenn.
Cottman, Estelle Virginia,	2139 Gen. Taylor.
Joffrion, Bonnie,	Oscar, La.
Patout, Heloise Anne,	Ashton, P. O., La.
Todd, Fannie Louise	1229 Calhoun

STUDIO STUDENTS IN ART

Anthes, Marie Louise,	Fort Madison, Iowa
Ayres, Elizabeth Cook,	Knoxville, Tenn.
Barnwell, Nettie Cocks,	Memphis, Tenn.
Bass, Zanona Wreathe,	Lumberton, Miss.
Bolar, Mildred Kifer,	Leechburg, Pa.
Bowen, Rebecca Mitchell,	Indianapolis, Ind.
Bowers, Julia Jordan,	Columbus, Ga.
Bultmann, Ruth,	1137 Peters Ave.
Chaffe, Mary Ewing,	1617 Fourth
Clayton, Ruth Virginia,	7224 Zimple
Duggan, Adele Ida,	3222 Prytania
Duggan, Edith Boyce,	3222 Prytania

Ellzey, Olive,	6321 Freret
Farrar, Mildred Maury,	2209 St. Charles
Ficklen, Elizabeth Alexander,	1437 Calhoun
Fitzgerald, Kathleen,	Vicksburg, Miss.
Frolich, Annie Louise,	1132 N. Dorgenois
Gill, Olyve Borland,	2333 Camp
Goldsborough, Anna Farrar,	2209 St. Charles
Graham, Hannah Seymour,	1313 Peniston
Highlands, Charlotte Lillard,	Norfield, Miss.
King, Nina Ansley,	1749 Coliseum Place
Labouisse, Catherine Priestly,	1631 Octavia
Leonard, Leila,	520 Nashville
Leovy, Alice Sessums,	1320 Second
Loutzenhiser, Mae Adrienne,	1715 Thalia
Luria, Corinna Morgiana,	1305 Broadway
Merilh, Mathilde,	1029 Bourbon
Miller, Gertrude Louise,	Clarks, La.
Moore, Browning Coleman,	1221 Orange
Moore, Margaret Edgerton,	1523 Eleonore
Pattison, Elizabeth Kemp,	470 Pine
Payne, Alice Marshall,	1649 Palmer
Perrilliat, Marie Lise,	2714 St. Charles
Porter, Margaret Portia,	Houston, Tex.
Porter, Willie Ruth,	Houston, Tex.
Quinette, Flavia Estelle,	1333 Lowerline
Quinn, Lucile	Atlanta, Ga.
Reily, Charlotte Ann,	1571 Exposition Boulevard
Reiss, Gladys Marie,	2915 Chestnut
Roberts, Alma,	850 St. Charles
Rogers, Ruth Willard,	Shreveport, La.
Seago, Annie Myrtle,	1917 Berlin
Shaffer, Elise Waggaman,	6020 Freret
Shilstone, Helen Margaret,	Barbados, B. W. I.
Smith, Helen Snow,	Houma, La.
Tartt, Ruby Pickens,	Livingston, Ala.
Thompson, Elizabeth May,	Birmingham, Ala.
Tichenor, Bessie,	6325 Freret
Tresslar, Mary Valentine,	Montgomery, Ala.
Wallis, Jane Pauline,	135 S. Alexander
Westfeldt, Martha Gasquet,	3120 Coliseum
Woods, Leonora,	3421 Chestnut

STUDIO COURSE IN PRACTICAL MUSIC

Abrams, Ray,	2703 Magazine
Adams, Elvira Carre,	3826 Perrier
Akin, Gladys,	DeSoto, Miss.
Armitage, Naomi,	528 Royal
Arny, Caroline Louise,	3621 Prytania
Baldwin, Mathilde Marguerite,	1524 Fourth
Bond, Geraldine Dillon,	2730 Prytania
Bradford, Andrine Effie Grace,	910 Carondelet
Causse, Hazel Agnes,	1005 N. Prieur
Cave, Jessie Lee,	7839 Nelson
Coiron, Rita,	1507 Esplanade
Conn, Hortense Holzman,	3339 St. Charles
Corput, Vivien Wolfred,	Quarantine, La.
Dupaquier, Suzanne Angele,	819 Orleans
Ellis, Inez Lucile,	1912 Palmer Ave.
Enos, Gladys Lilly,	Summit, Miss.
Farrar, May Spearing,	2231 Prytania
Fitch, Mary,	816 State
Garic, Genevieve Odette,	929 N. Solomon
Gazin, Rhea,	2914 Cleveland
Grab, Elsie Cornelia,	1537 Sixth
Grace, Mary Henrietta,	7602 Hampson
Grace, Virginia Elizabeth,	7602 Hampson
Grace, Vivian,	7602 Hampson
Grunewald, Josephine Flanner,	Hotel Grunewald
Guerin, Marie Elise,	1124 N. Dorgenois
Haggerty, Mary,	1528 Chippewa
Harbeson, Lizzie M.,	Carriere, Miss.
Harbeson, Mabelle,	Carriere, Miss.
Harrison, Maud,	2323 Napoleon
Johnson, Ada,	724 Spain
Johnson, Dorothe,	11 LaSalle Place
Kemper, Cordelle,	310 Audubon
Kevlin, Margarita Mary,	Orange Walk, B. H.
Kron, Cecile,	1310 Touro
Lambert, Inez Margaret,	5315 Magazine
LeGras, Amy,	316 Audubon
Levy, Hilda Garritson,	2636 Napoleon
Lipscomb, Mary Benton,	Gretna, Pitts. Co., Va.
Maher, Annie Aldea,	232 Morgan

Mandot, Cecile Elizabeth,	1431 Annunciation
McCoard, Blanche,	5238 Prytania
McMichael, Gladney,	Amite, La.
Merilh, Paula,	1029 Bourbon
Moore, Elise,	4501 Berlin
Murphy, Josephine,	3627 Carondelet
Norra, Marie,	1432 Eighth
Pattison, Annie,	470 Pine
Pearce, Nellie May,	1128 Jena
Reboul, Ruth Harvey,	2106 Chartres
Reid, Janet Rebecca,	Siloam Springs, Ark.
Sandys, Laura Ellen,	7616 Elm
Savell, Bessie Ethel,	1515 Baronne
Schloss, Marie Beatrice,	Baton Rouge, La.
Scudder, Raymond,	9 Richmond Place
Sessums, Charlotte Galleker,	2919 St. Charles
Sibilsky, Stella,	921 Henry Clay
Skinner, Mattie,	902 Jackson
Slusher, Tahroy,	Baton Rouge, La.
Spearing, Cora,	1419 Amelia
Spearing, Margaretta,	1419 Amelia
Starkey, Stella Lothrop,	8225 Pritchard Place
Terry, Elvie,	1538 Carrollton
Terry, Kate,	1538 Carrollton
Thomas, Margaret Louise,	2403 Camp
Tobin, Mary Louise,	2310 St. Claude
Tobin, Philomena,	2310 St. Claude
Turner, Virginia M.,	St. Matthews, Ky.
Voitier, Emilie Eugenie,	513 Bourbon
Winchester, Anita Julia,	1437 St. Mary
Windelkin, Cornelia Louise,	1318 Prytania
Wogan, Clara B.,	1208 Esplanade

MALE STUDIO STUDENTS IN PRACTICAL MUSIC

Augustin, William Price,	4521 Constance
Kron, John Louis,	1310 Touro
Larman, Edward John,	2833 Dauphine
Mire, Louis Marclave,	323 Walnut

SUMMARY OF STUDENTS

The number of students in attendance during the session 1912-1913
(computed March 12, 1914).

Senior Class.....	35	
Junior Class.....	40	
Sophomore Class.....	66	
Freshman Class.....	142	
	<hr/>	283
SPECIAL STUDENTS—		
College.....	5	
Household Economy.....	8	
Music.....	9	
Education.....	5	
	<hr/>	27
STUDIO STUDENTS—		
Art.....	53	
Practical Music.....	74	
Male Students In Practical Music.....	4	
	<hr/>	129
ART CRAFTSMEN.....		12
GRADUATE ART.....		4
	<hr/>	457

SUMMARY BY STATES

New Orleans.....	292
Alabama.....	16
Arkansas.....	2
Barbados, B. W. I.....	1
British Honduras.....	1
Florida.....	1
Georgia.....	5
Illinois.....	1
Indiana.....	1
Iowa.....	1
Kansas.....	1
Kentucky.....	2
Louisiana.....	73
Mississippi.....	30
Missouri.....	1
North Carolina.....	1
Oklahoma.....	1
Pennsylvania.....	1
South Carolina.....	1
Tennessee.....	7
Texas.....	16
Virginia.....	1
Wisconsin.....	1
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THE TULANE UNIVERSITY OF LOUISIANA

NEW ORLEANS

ROBERT SHARP, A. M., Ph. D., President.

The University, in all its departments, is located in the City of New Orleans, the metropolis of the South. There are ten Departments, with twenty-four buildings. Modern dormitories, extensive laboratories, libraries, and museums.

THE COLLEGE OF ARTS AND SCIENCES, for men, offers full courses in Literature and Science. There are many scholarships in this Department open to high school graduates.

THE COLLEGE OF TECHNOLOGY offers unexcelled four-year courses in the following schools; Mechanical-Electrical Engineering, Civil and Sanitary Engineering, Chemistry and Chemical Engineering, Architecture and Architectural Engineering. Two-year course in Sugar Chemistry. Small classes, ample equipment, thorough training through intimate contact with practical problems.

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For special circulars or for detailed information, address the Deans of the respective departments. For General Register of the University, address,

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